

THE SCHOOL JOURNAL

NEW YORK · CHICAGO · BOSTON

Entered as second-class matter at the New York Post Office.

VOLUME LXIX., NO. 9.
\$2.00 A YEAR; 6 CENTS A COPY.

SEPTEMBER 17, 1904

61 East Ninth Street, New York.
266 Wabash Avenue, Chicago, Ill.
116 Summer Street, Boston, Mass.

TWO IMPORTANT TEXT-BOOKS

TANNER'S ELEMENTARY ALGEBRA . . \$.100

By **J. H. Tanner**, Ph. D., Assistant Professor of Mathematics in Cornell University.

The latest addition to the Modern Mathematical Series, prepared under the general editorship of Professor Wait, of Cornell University. The transition from arithmetic to algebra has been made as easy and natural as possible, and the author has aimed to arouse and sustain the student's interest in the work, and to teach him to think clearly and reason correctly. Wherever an essentially new step is taken—such, for instance, as the use of letters to represent numbers—its naturalness and advantages are presented with it, and it is thereafter a useful tool in the student's hands.

HOADLEY'S PRACTICAL MEASUREMENTS IN MAGNETISM AND ELECTRICITY . \$0.75

By **George A. Hoadley**, A. M., C. E., Professor of Physics, Swarthmore College.

This book supplies a satisfactory introduction to a course in electrical engineering, and makes the student familiar with the fundamental measurements in electricity as applied to the requirements of modern life. Because of the intimate relation between magnetism and electricity, it contains also a preliminary study of the phenomena of magnetism. The method of the book is to make use of a series of nearly one hundred experiments, arranged in logical sequence and each accompanied by suggestive directions and by a simple discussion of the principles involved. In some cases a statement of well-known results is added.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

DALLAS

SAN FRANCISCO



VOICES FROM FAIRYLAND

The Dixon Co. have just issued a small booklet printed in color showing representations of work done with

DIXON'S SOLID CRAYONS

A little verse is attached to each picture, which tells in a very interesting way How the Colors were brought to Earth by the Fairies for the Children of Mortals to use. It is told in a way that will interest not only the little ones but their elders as well.

Every teacher should have a copy to read to her class.

It will be sent free if you will mention this publication and tell us where you teach.

JOSEPH DIXON CRUCIBLE CO., Jersey City, N. J.

15,081 REMINGTON TYPEWRITERS

are used for instruction purposes in the schools of the United States and Canada—3,499 MORE THAN ALL OTHER MAKES OF WRITING MACHINES COMBINED.

This condition is created by the demand for Remington operators; therefore it clearly reflects **THE CHOICE OF THE BUSINESS WORLD.**



REMINGTON TYPEWRITER COMPANY
327 Broadway, New York

REPORT CARDS

Kellogg's Monthly Report Cards. Per 100, 60 cents. For ten months Special rates for large quantities.

Combination Report and Promotion Card. 4 pages. Per 100, 80 cents. Duplicate monthly record for parent and teacher.

Knapp's Monthly and Yearly Report Card. Per 100, \$1.00. A 4-page folded card. Blank page for remarks.

Quantrell's Pocket Class Book. Price, 30 cents. Records 33,800 daily recitations. Limp cloth.

Merit Cards. One Merit, 10 cents per 100; Five Merits, 25 cents per 100; Twenty-five Merits, 6 cents per dozen; One Hundred Merits, 15 cents per dozen; Diplomas, 20 cents per dozen. "Good" Cards, "On Time" Cards, "Perfect" Cards, each 10 cents per 100.

Send for samples, also for Kellogg's Teachers' Catalog, 148 pages, describing teachers' books and aids.

E. L. KELLOGG & CO., Educational Publishers, 61 East Ninth St., New York

BLACKBOARD STENCILS

enable the teacher to place upon the board beautiful designs of all kinds.

They cost very little and can be used repeatedly.

With their aid the teacher can illustrate lessons in Geography, History,

Language, Botany, Natural History, Literature, Penmanship.

They are of great value in beautifying the school-room.

For 10c. we will send 1 Geography Map; 1 Language Stencil and our complete list of stencils and charts.

E. L. KELLOGG & CO., 6 East Ninth Street, NEW YORK

TRANSLATIONS

Interlinear

Hamilton, Locke and Clark's

Good Type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50, postpaid. Send for sample pages.

Catalogue Free—Send for one.

Literal

The Best Translations

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.

DAVID McKAY, Publishers, 1022 Market St., Philadelphia

WE ARE MORE THAN PLEASED WITH THEM

This was said of

ESTERBROOK'S PENS



Slant, Modified Slant, Vertical.

The special reason, their easy writing qualities.

Ask Stationer.

The Esterbrook Steel Pen Mfg. Co., 26 John Street, New York Works: Camden, N. J.

Will make you STRONG

As a strengthening tonic in declining health, or during recovery after exhausting illness, the effect of Horsford's Acid Phosphate is wonderful. It nourishes and strengthens the nerves, improves the appetite and digestion, and gives restful sleep.

It restores to the body nature's strength-giving phosphates, a deficiency of which means general physical weakness, dyspepsia, headache and nervousness.

Horsford's Acid Phosphate.

If your druggist can't supply you, send 25 cents to RUMFORD CHEMICAL WORKS, Providence, R. I., for sample bottle, postage paid.

EIMER & AMEND

205-211 Third Ave., New York

Manufacturers and Importers of

**Chemicals, Chemical Apparatus,
Physical Apparatus, Scientific Instruments.**

Everything needed in the Laboratory. Glass Blowing done on the premises. Metalware Manufacturing Department in the House

Do not fail to visit our Radium and other exhibits at the Louisiana Purchase Exposition at St. Louis, Mo.

FRENCH BERCY'S TEXT-BOOKS

for teaching French

are used everywhere. Send to the publishers for copies for examination . . .

WILLIAM R. JENKINS

851 and 853 Sixth Ave. NEW YORK

CASH REWARD

WE want good agents. Don't you know of some one who has been specially successful on your local journal, or for books. If you do, we want that person's name and address. If you write a letter giving all you know of him we will acknowledge your courtesy at once with a copy of Mr. A. M. Kellogg's "How to be a Successful Teacher." If the person named succeeds, we will send you at the end of the year a cash reward. We publish the largest, oldest, and most attractive line of periodicals and books for teachers, and many teachers add materially to their incomes introducing them. Several new "big winners" this year. Address Agency Department,

E. L. KELLOGG & CO., 61 E. 9th St., New York

Please mention this paper when writing.

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXIX.

For the Week Ending September 17

No. 9

Copyright, 1904, by E. L. Kellogg & Co.

The Private School.

By ARTHUR GILMAN, A. M., Director of the Gilman School, Cambridge, Mass.

The interesting paper of Superintendent Chancellor in THE SCHOOL JOURNAL of September 3, contains much matter for reflection for all persons who are engaged in private school work. When Mr. Chancellor says that "individual instruction" is "the one great feature" of the private school, he utters a foundation fact. That should be the "feature" in any school. The teacher who makes a class his unit is like a gunner who makes a flock of birds his aim. Neither will make great success, unless by chance.

When, however, it is said that the guiding principle of the proprietor of the private school should make "permanent financial success" his "paramount object," and subordinate to it "immediate educational results," he makes a mistake. The "object" of a school is the training of the pupils, and nothing should be paramount to that. If "financial success" be the purpose of the school, farewell to principle and high aim!

Mr. Chancellor gives four reasons why parents send children to private schools. Let us look at them. First. Because the public schools are of poor quality. This is a pretty good reason. Nobody who can afford to pay for a good article, willingly accepts a poor one and he cannot be obliged to. Second. The child may not be "sufficiently normal" to stay in the public school. This is a practical indictment of the public school, for it should be so adapted to circumstances as to take care of all children. Thirdly. The parents have sufficient wealth to be able to pay for "special educational opportunities." This seems to be a repetition of the first reason, for whatever the quality of the public school, the parents are represented as seeking something better. The fourth reason is, that the parents wish to separate their children from those in the public schools because of pride, culture, ambition, or discouragement. Pride cannot be apologized for; but laudable ambition is no offence; and if a mother finds in any school uncultivated teachers or pupils, one can hardly find fault with her if she prefers other companionship for a child. A discouraged pupil ought to be placed under the influences best adapted to encourage it, and a change of school and teacher is properly needed.

We have all of us a right to choose our society. This is a free country, and parents are as free to choose the society that they wish for their children as they are for themselves. It is perhaps true, though those who have served as members of public school committees sometimes doubt it, that "we may always expect to find in the public schools a system of education standardized for the preservation of society's general welfare;" but, in fact, we do not "always" make this discovery, and if we do, can a parent be condemned for choosing something adapted to the particular welfare of his own child. I trow not.

Dr. Hall on Primitive Activities.*

Dr. Hall first characterized the industries of primitive man which anthropological literature describes. There was fishing, hunting, domestication, agriculture, the evolution of clothes and shelter. This rich, varied, ancient mode of life still charms not only philosophers but busy men and women who live in some camp by forest or mountain, dropping all responsibility and conventionality, and recreating themselves by lapsing to primitive conditions. The most persistent plays and games are not, as Gross says, practicing for future occupations, but are repetitions in abridged and sportive form of the occupations of ancient forebears. The child's spontaneous acts are early human occupations epitomized. Impulse to revive the past is basal in the child. The high school boy yells at a match, a collegian paints the town red, a crowd gathers at a fight, boys form gangs, and children at once relapse when school is out down the phyletic ladder in all their activities because sport harks back. Compared with all these, sedentary and school life with books is new and hard.

The younger the child the more important this factor which is essentially the liberal and humanistic side of industrial training. The school can, first, prevent children from entering degrading and over-specialized industries where the individual must do all his life one of the sixty processes of making a shirt. Second it can resist the reduction of the motor side and magnify it at every point. Many details were also given here. Third, school industries must focus on the product, not on the process. It does just the reverse. The history of work shows that it is always to satisfy a want. If boys make things they must be things they are to get most pleasure in using. The speaker advocated with some detail kites, tops, scientific toys, and for high school, physical and chemical apparatus. He also advocated certain rudiments from glass blowing, rubber, leather, paper, pasteboard, soldering, type setting, etc., in place of the very restricted and formal work in wood and iron. Lastly, accuracy and finish must be avoided.

The American College.

The American college has been described by one who knows it well, Professor West, of Princeton university, as "the place of central importance in the historic outworking of American higher education," and it remains to-day, he says, "the one repository and shelter of liberal education as distinguished from technical or commercial training, the only available foundation for the erection of universities containing faculties devoted to the maintenance of pure learning, and the only institution which can furnish the preparation which is always desired, even tho it is not generally exacted, by the better professional schools."

*Abstract of paper by G. Stanley Hall, before Department of Elementary Education, N. E. A.

The True Expansion of the Empire State.*

Plea for Compulsory Free High School Education for All Our Citizens.

By CHAS. A. GARDINER, of the Bar of New York City.

This is an auspicious occasion. This is a unified Convocation. For the first time in our history it represents the whole state. After fifty years of civic rivalry and patriotic devotion to the public good, all departments gather here to-night to exchange friendly greetings and pledge supreme allegiance to the public education of the Empire State. I reverently follow the example of Governor Clinton when founding this university. I beseech a beneficent Providence to raise our deliberations to a lofty plane of enlightened and patriotic citizenship.

Representing as we do all the people, what can be more worthy of this Convocation, or more in harmony with its spirits and traditions, than to inquire to-night how we can best promote the common good? In the judgment of many it will not be by expending \$100,000,000 for enlarged canals, nor \$50,000,000 for good roads, nor other sums for the economic development of the commonwealth, all of which are deserving but not transcendent interests; but by using the omnipotent machinery of government to uplift the intellectual and moral life of the 8,000,000 citizens of this Empire State.

In the Constitution of 1894 a free common school education was first guaranteed to every citizen. We have never guaranteed any other. The constitutional standard of our public intelligence is therefore the common school. I maintain the state has plenary power to raise that standard. I maintain it is its duty to do so. I maintain it should do so now. I maintain finally that the way to raise it is to guarantee a free high school education to every citizen within our borders.

On a memorable occasion Abraham Lincoln thus advised his hearers: "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it." So to-night, if we could first know where we are in the educational polity of the state—our powers and duties, and whither we are tending—we could better judge what to do and how to do it.

State Power Over Education.

I. First, therefore, I inquire what is the power of New York state to educate its people? The United States has both police power and constitutional authority to educate every citizen of this state, whenever it deems wise to do so. But such national power is coordinate and correlative only and not exclusive. The Federal Constitution does not prohibit New York from educating its own citizens; hence, under Article X, that power is still reserved to the state or to the people. Yet this does not answer my inquiry. It merely localizes the power in either the state or the people. Nor does our state constitution illumine the subject. We are forced back, therefore, to the basis of all constitutions and governments, to that underlying contract or social compact from which comes every power of the body politic.

The Social Compact.

I maintain that New York, under its social compact, possesses all sovereignties that are necessary for the common good. If education is such a sovereignty then the state possesses it, otherwise not. The theory of the compact originated with Aristotle. It flourished in the Greek republics. It lay dormant

thru the middle ages. For many centuries government by Divine Right ruled supreme. Then arose John Milton, and almost single handed, hurled defiance at the kings and emperors of Europe, attacked their strongholds of absolutism, demolished their fortresses of Divine Right, and once for all cleared the way for the social compact and constitutional government. Thomas Jefferson began where Milton left off. He analyzed the powers of the compact, defined those ceded to the state and reserved to the people, and in the Virginia Declaration and subsequently in the Declaration of Independence, explained that the powers ceded to the state are those necessary for the common good, while all others are reserved to the people.

Such is the genesis of the compact now embodied in our jurisprudence and recognized in the decisions of the Supreme Court of the United States. A "social compact," says the court, is a contract "by which the whole people covenants with each citizen, and each citizen with the whole people, that all shall be governed by certain laws for the common good" (94 U. S., 124). Again the court says, the people of the Colonies "retained for the purposes of government all the powers of the British parliament, and thru their state constitutions, or other forms of *social compact*, undertook to give practical effect to such as they deemed necessary for the common good" (94 U. S., 124). And it is a corollary to the decisions, as logical as those of Euclid, that if education is necessary for the common good, then New York under the compact possesses all sovereignties over education, and has plenary power to educate its people to any extent and in any manner it chooses.

Education a Political Question.

II. Whether education is necessary for the common good is a political question to be determined solely by the legislature. The legislature possesses every political power, says the Court of Appeals, which "belongs by practice or usage in England or in this country to the legislative department, except in so far as such power has been withheld or limited by the Constitution itself" (119 N. Y., 233).

Article IX. of our constitution confers certain exclusive powers upon the University, which the people alone can curtail, protects certain educational funds, prohibits the use of public money for sectarian institutions, and guarantees free common schools to the children of the state. Subject to the limitations, the legislature may take any political action it pleases concerning the education of the people, and its action will be conclusive and final.

Duty of State to Educate.

III. If high schools are for the common good, not only has the state power to maintain them, but it is its bounden and solemn obligation to do so. "It is not only the right, but the bounden and solemn duty of a state," says the Supreme Court, "to provide for its general welfare by any and every act of legislation which it may deem to be conducive to this end." (11 Pet., 139).

Hence, I conclude that the existence of a sovereignty, the power to exercise it, and the duty to do so, are all political problems to be determined by the legislature—and solely on the inquiry whether the education in question is for our common good.]

*Address before the Forty-second Annual Convocation of the University of the State of New York.

Elements of High School Education.

IV. I maintain, therefore, the broad proposition that a high school education, free, universal, and compulsory, is now necessary for our common good. What must be the fundamental elements of such an education? What the unified system of which it is a part? What its legalized courses and curricula? And why universal, free and compulsory? I offer my suggestions with deference. Time will allow me to state them categorically only. Some are new to academic discussion; but tested by legal standards they seem conservative deductions from the premises.

(1.) Such an education, I maintain, should have as its fundamental elements the intellectual, moral, economic, and political instruction of all the people. Like vertebræ in the human frame, these elements should run thru and unify our whole graded, standardized, and tax-supported system of public education.

Standardized Four-Year Course.

(2.) Such a system I would divide into three grades only—common schools, high schools and colleges, and universities.

The high school system of the state includes high schools, academies, and academic departments of union free schools. For convenience I shall hereafter refer to them collectively as high schools. At its next session I would have the legislature establish a minimum high school course; by graded appropriations I would encourage all schools under such minimum to raise their courses; and after a reasonable time I would have all high schools that do not meet the fixed requirements fall back into the common school grade. What the minimum course should be is a political question to be determined by the legislature. There are now, one, two, three, and four-year high school courses. I would have instead one fixed standard. I advocate a minimum legal standard of four years. Relative to the demands of the age, it would be no higher than was a common school education a generation ago.

Public County Colleges.

In the same statute I would have the legislature establish also a maximum high school course. I would have the state liberally assist each county to maintain at its option, in connection with its best located and most flourishing high school, a four-year post-graduate course, to be known as the county college, free to high school graduates. Finally, I would have the Regents, under existing authority, standardize the curricula of high schools and county colleges, and on graduates of the former confer a standardized state diploma, and on graduates of the latter A.B., B.S., or any other appropriate academic degree.

State Aid For Universities.

The third and final grade should be the university. I would consider a university complete and efficient as it approximated the German ideal—an aggregation of coordinated faculties that would furnish special instruction for the chief vocations of life. After the establishment of standardized high schools and county colleges, I would have not one, but all non-sectarian universities at their option made public educational institutions, to the extent at least that they should receive state aid, pro rata to free tuition furnished. The legislature appropriates annually a large sum to Cornell, and this year the university was given \$250,000 additional for an agricultural college.

I make no criticism of these appropriations. They are for the highest public good. But why confine them to Cornell? There is Syracuse university, for instance, more centrally located, doing a magnificent public service, and not one of its 2,000 students

receiving a cent from the public funds. There, too are New York and Columbia, towering aloft on their opposite heights, uplifting the life of the great metropolis and shedding intellectual glory over the whole nation; yet they receive no munificent appropriations from the public treasury.

Elimination of Private Colleges.

I realize that this plan would work a revolution in higher education. But as surely as public high schools of the present generation are eliminating private academies, so surely would county colleges eliminate all others from the public educational system of the state. They would both cover the same field; and the county college being free, and more important still, bringing collegiate instruction to the doors of the students, would gradually supplant all non-sectarian, collegiate education. The private college would not disappear, but be expanded into the greater university. Thousands of high schools would pour their students into county colleges, whence many times the present number of college graduates would pass on to the universities. Witness the evolution of Columbia, New York, Union, Syracuse, Rochester, Alfred, and St. Lawrence into universities—prosperous and powerful forces in the expansion of the higher education of the state.

Compulsory High-School Education.

(3.) Such an education should be universal, free, and compulsory. "If the intelligence, virtue, and prosperity of society demand higher education," said Governor Seymour, "if the personal and property welfare of all the citizens are promoted by it, then the public good calls for schools where it can be taught to all."

It should be free. As Gov. Odell explained, it should be free for all students. Whether it should be free for towns and cities and counties as well, and be supported solely by the state—in short, "free for all at the expense of all," or whether the State and its minor political divisions should bear the increased burden jointly,—these are political questions for legislative determination.

It should be compulsory. The inexorable logic that justifies compulsion for the first eight years of public education would do so for four more. It should however be gradual and as elastic as local circumstances permit. It could be made two years at first, to be increased to four. In our large cities it might be confined to evening high schools. But as this education will be free, for all, at the public expense and for the public good, I know no valid reason why all citizens under twenty-one years of age should not be compelled to complete such a course or its equivalent or be dealt with as any other persistent law-breakers and defiant foes of the commonwealth.

Higher Intellectual Education Necessary.

(4.) Such an education is necessary for our intellectual good. The people of New York are now 8,000,000 strong. Within a generation they will number many more. Thru our ports are pouring in, in a continuous flood, the peoples of the Old World, while thru a hundred inland gates come in steady file the citizenry of a continent. New York is the loadstone of the world that draws all men unto it. And within this state it is literally the survival of the fittest, from the poorest farm-hand in Clinton county to the all-powerful magnate of Wall street. Tremendous are the tasks that confront us, fierce and relentless the competition; and entered the lists for the prizes are not our 8,000,000 people alone, but the best trained and intellectually equipped experts of the world.

To meet these demands, we guarantee our citizens a common school education. That is our constitutional

standard of public intelligence. Practically, it is the standard of a generation ago. Can any one seriously contend that it adequately equips our citizens for the tremendous intellectual demands upon them? The truth is, for years we have been so overwhelmed by our material progress that we have not realized the astounding disparity between our intellectual and material growth.

Astounding Material and Intellectual Disparity.

Go back a generation and contrast the expansion of high schools and representative material interests. Steam railroad construction and equipment, for instance, has increased 523 per cent; freight carried 500 per cent; street railroad construction and equipment 2,200 per cent; passengers carried 719 per cent; assets of life insurance companies 539 per cent; resources of trust companies 1,706 per cent; deposits 1,760 per cent; and aggregating all its material resources, the wealth of the State has grown from \$6,500,841,264 to \$13,062,300,000; while high school attendance has increased 161 per cent; high school teachers, 278 per cent. and state appropriations from \$34,757 to \$249,351. Meanwhile, thousands upon thousands of positions of profit and honor and trust, requiring the highest intellectual qualifications, after fair competition, are deliberately awarded to more competent citizenry from beyond our borders. Call the roll of your acquaintances and you will find manufacturers, merchants, financiers, editors, teachers, lawyers,—men in every business and profession of life, from without the state, holding positions that might have been filled by a native born citizenry.

I am not arguing for the exclusion of any man—Russian peasant or favorite son of a sister state. I maintain simply that our citizens must have a higher average intelligence, or go down before the superior intellectuality of our competitors; and that a four-year high school course with four years more optional in a county college would equip them with such an average intelligence that they could compete with any citizenry in the world.

Higher Moral Education.

Such an education is necessary for our moral good. I desire no misunderstanding about the morality I advocate. I plead for no deistic ethics. I want no emasculated morals. I would have the morality of the high schools based squarely upon the Christian religion. I believe as Seward did, that "no democratic government can stand but by the support of Christianity." This is a religious people, and a Christian nation. It is the civilization of Christ, and not of Confucius or Buddha or Islam. The logic is inexorable. If our morality cannot be divorced from our civilization, nor our civilization from Christianity, nor Christianity from the Christian religion, nor the Christian religion from its Holy Book—then the highest good of the State requires that we shall teach the cardinal principles of the Christian religion, revealed in the Bible, as the basis of public morality.

"Our ancestors," said Webster, "established their system of government on morality and religious sentiment. Moral habits, they believed, cannot safely be trusted on any other foundation than religious principle nor any government be secure which is not supported by moral habits." Hence his logical conception of public education. "The attainment of knowledge does not comprise all which is contained in the larger term of education," he said. "A profound religious feeling is to be instilled and pure morality inculcated under all circumstances. All this is comprised in education."

State Must Provide Moral Education.

I go one step further and hold that it is not optional

with but obligatory upon the citizenry of New York to maintain such a morality for the common good. Chancellor Kent, while Chief Justice, said: "Christianity in its enlarged sense, as a religion revealed and taught in the Bible, is not unknown to our law." "The people of this state profess the general doctrines of Christianity, as the rule of their faith and practice. . . . We are a Christian people, and the morality of the country is deeply ingrafted upon Christianity." (8 John, 291).

Such also is the opinion of the Supreme Court of the United States. "This is a religious people. . . . This is a Christian nation. . . . Every constitution of every one of the forty-four states contains language which either directly or by clear implication recognizes a profound reverence for religion and an assumption that its influence in all human affairs is essential to the well being of the community." (143 U. S. 457).

Ordinance of 1787 Requires It.

And by the Ordinance of 1787 and Article VI of the Federal Constitution moral and religious education are declared necessary for the common good. "Religion, morality and knowledge," declares the Ordinance, "being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." That is to say, not knowledge alone, but religion and morality are necessary for the common good, and therefore must permeate, inspire, and control all public education. This Ordinance, says the Supreme Court, under Article VI, "has become a part of the Constitution" of the United States (14 Pet. 417), and is therefore, as much a directive political principle for the whole country as is the Declaration of Independence. Instead, therefore, of containing no recognition of religion and morality, as is generally supposed, the Constitution of the United States recognizes both and makes their encouragement as mandatory as the enactment of laws, the appropriation of moneys, or the performance of any other constitutional obligation. I conclude, therefore, that the citizens of this state, under both the Federal Constitution and social compact, are obligated in all public education and consequently in all high school education to maintain the highest moral standard—a morality based upon the saving and regenerating truths of the Christian religion.

Higher Economic Education.

(6) Such an education is necessary for our economic good. The object of economic education is to fit citizens for the production, management, and use of wealth. The aggregate result of the highest economic education must be the greatest possible production and the wisest management and use. It is estimated that at 35 years of age the earning capacity of a man with common school education and special training for his work is twelve and a half times greater than that of an illiterate, untrained man; that a high school education and training doubles that efficiency and that a college education and training add 100 per cent. more; so that the earning capacity of a high school graduate should be 25 times greater, and of a county college graduate 50 times greater than that of an illiterate day laborer.

A comparison with other states shows the almost incredible annual money loss of New York, due largely, I contend, to its low standards of economic education. In 1890 each person in New York produced \$143.51, and in Massachusetts \$167.68, while the average schooling received by each inhabitant of New York was 5.32 years, and of Massachusetts 6.15. If the per capita production of New York had equaled that of

Massachusetts, the wealth of New York would have been increased by \$221,169,853 annually.

New York's Incredible Money Loss.

The only wealth statistics for 1900 now available are those of manufacturers. Taking these alone, the production per capita per year in New York in 1900 was \$299.44; and in Massachusetts \$369, while the average schooling received by each person in New York was 5.96 years, and in Massachusetts 7.32 years. Had the value of manufactured products per capita in New York been as great as in Massachusetts, the wealth of New York would have been increased by \$494,751,999 annually.

I do not contend that our productive capacity is controlled entirely by public economic education; but it is no mere coincidence that economic education is practically unknown in New York, while it flourishes in Massachusetts, nor that the per capita production and schooling in the two states, for two decades, have been in almost perfect mathematical proportion.

Whatever the cause, \$494,751,999 annually is an appalling economic loss to our body politic; and unless New York is prepared to make its citizens economic specialists to the extent at least of a high school education, with four years more optional in County colleges, it must ultimately fall to the rear and abandon its economic primacy.

Eight Million Sovereign-Subjects.

(7.) Such an education is necessary for our political good. Under the social compact citizens of this State sustain a dual role—they are both sovereigns and subjects—they are both the state and the people. Each one of our eight million citizens is a sovereign ruler over all the others; each one is also a subject, owing allegiance to the body politic. As a citizen-sovereign, each citizen must protect his subjects by making and administering laws, and for this he must have the highest political intelligence. As a citizen-subject, he must bear allegiance to the government, and for this he must have such a high standard of political intelligence as will enable him to understand and obey the laws, and loyally support the state.

But every state citizen may also be a national citizen; and when we consider that as such he is also both sovereign over 80,000,000 national subjects and subject to 80,000,000 national sovereigns, we must admit that a citizen of New York is a constituent part of the most powerful, as well as the most complicated, political machinery on earth.

Common school education may prepare our citizens for their duties as citizen-subjects—even that is doubtful; but no one pretends that it can qualify them as citizen-sovereigns.

No political education is too advanced for the sovereigns of England; Germany demands the highest political qualification in its emperors—why have less in this state? Our sovereigns number 8,000,000, but the need of a supreme political qualification is individual and no less imperative. In my opinion, our citizens should have at least a four-year course of political instruction, with the opportunity of four years more, to enable them to perform their duties under the social compact with honor to themselves and glory to the state.

Deplorable Interstate Standing.

(8.) Such an education is necessary for our interstate primacy. In material resources New York is now the most powerful and progressive sovereignty in the Union. But it is subject to the inexorable law of republics. It cannot permanently maintain its economic primacy unless it stands first also in intellectual

and moral power. How far it falls short of this standard let the Federal census bear witness. Eighteen other states have a lower percentage of general illiteracy than New York; 25 have a lower percentage of illiterate whites; 34 have a lower percentage of illiterate foreign whites, and no less than 47 have a lower number of illiterate adults. In 1870 New York stood eleventh in literacy, in 1890 fifteenth, and in 1900 nineteenth, and since 1880, no less than 12 states have outstripped and outranked N. Y. in the education of their people.

If it be argued that the remedy for such illiteracy is more common schools, that people do not attend high schools to learn to read and write—then on the basis of high school education alone, our interstate standing is deplorable.

New York Only Seventeenth.

Taking attendance as the ultimate test, New York stands seventeenth only among the states of the Union. All New England, except Rhode Island, surpasses us. Ohio outranks us by 18 per cent., Iowa by 37, and Nebraska by 53 per cent. Kansas, Colorado, and California all excel us. On any theory our interstate high school rank is inexcusable—and considering our general economic primacy, I say again it is deplorable.

In 1900, we had a high school population of 641,030, and a high school attendance of only 79,365; 561,665 citizens of the state, male and female, were therefore entitled to a free public high school education, not one of whom received it. Should their education be pushed along the lines I have indicated to-night, with the intelligent and determined zeal that marks every branch of our material expansion, I am confident New York would become not alone first in population, wealth, commerce, industry, and finance, not alone first in capital, railroads, canals, and shipping, but first also in high schools, colleges, and universities,—the educational elements necessary to a permanent interstate primacy.

Such is my theory of the true expansion of the Empire State—a compulsory, free high school education for every citizen within our borders—at once a reform and a revolution, uplifting the minds and souls of our people and making high schools in the future as necessary and universal as are common schools to-day.

So, to-night, I plead for such an education.

I plead for the higher education for which Governor Clinton besought the blessing of the Supreme Giver of all good.

I plead for the higher education that Alexander Hamilton maintained could alone “fix the liberties” and “secure the happiness” of the people.

I plead for the higher education that Governor Seward said was indispensable to the expanding powers of our commonwealth.

I plead for the higher education that Governor Seymour called “an essential part of our political institutions.”

I plead for the higher education that Governor Odell has urged upon educators and legislators, as necessary to “the best type of American citizenship.”

Finally, I plead for a higher education that shall be intellectual, moral, economic, and political;—give such an education to all our people, and the state will become as Milton said, “one huge Christian personage, one mighty growth and stature, as big and as compact in virtue as in body,” and education will assume its true function, a power that will dominate every other sovereignty in the state.

Immediate State Aid Necessary.

V. That the supreme blessings of such an education may be ours, I plead to-night for immediate and ample appropriations.

These should include three items: First, an appropriation to educate a reasonable proportion of our non-attending high school population. In 1900, 88 per cent. of our common school population attended school. Why should not our high school attendance be the same? In that year our high school population was 641,030, and attendance 79,365, or 12.38 per cent. Eighty-eight per cent., would be 564,106, or an increase of 484,741. To educate them on the same basis would cost the state \$1,522,086. Second, an appropriation for county colleges equal to county appropriations up to, say, \$10,000 each. Only the richer counties would make appropriations at first, but if the sixty-one counties all made \$10,000 appropriations immediately, this item would be \$610,000. Third, the state should do its share, and at once, and irrespective of other appropriations, to remedy the palpable financial injustice to all high school teachers.

Low Salaries of Teachers

In 1902 they numbered 4,794, and their average annual salary was \$729. In the same year the average earnings of mechanics and day laborers thruout the state were: Stone setters, \$1,500; marble cutters, \$1,356; metal lathers, \$1,175; stone cutters, \$1,016; bricklayers, \$948; housesmiths, \$942; and plumbers, \$902; total average, \$1,119; \$390 more than the average high school salary.

Less Than Day Laborers.

In New York city the wages of an ordinary hod carrier in 1902 averaged \$767; \$38 more than the average high school teacher. Should high school teachers receive the average wages of hod carriers, one-half the increase would cost the state \$91,086; should they receive the average wages of plumbers, one-half the increase would be \$417,078; or of bricklayers, \$522,646. Taking the latter sum, the three appropriations would be \$2,654,732, or a million and a quarter less than the state now annually appropriates to common schools alone. But this is for a maximum system which aside from appropriations for teachers, would not be in full operation for a decade. Adding the present appropriations, a conservative estimate of the maximum average annual expenditures for the next ten years would not exceed \$1,452,041. This would be the infinitesimal tax of eleven thousandths of one per cent. on the wealth of the state. It would be even less than three-tenths of one per cent. of the \$494,751,999 which the state might annually add to its productions by a high school education of all its citizens.

Enormous Wealth of New York.

The wealth of New York is inconceivable. It is several billion dollars greater than the wealth of any other state. It is three and a third billions greater than the wealth of all New England. It is a billion greater than the wealth of all Pacific Coast and Rocky Mountain states. It is greater even than the wealth of all states bordering on the Atlantic excepting Maryland, beginning at Canada and stretching to the Gulf. Many of our counties too, are richer than sovereign commonwealths, New York county, for example, exceeds 43 of the states and territories; Kings, 24; Erie, 8, and Albany, Monroe, Westchester and Queens, one or more each. The state's expenditures for material purposes are all proportionate to its colossal wealth. For example, we are expending \$100,000,000 for enlarged canals and \$50,000,000 for good roads. No wiser use of the public funds can be made for purely material improvements.

High School Appropriations Only Two Thousandths of One Per Cent.

And yet, why take \$150,000,000 from the billions of our wealth to improve roads and canals, and only

\$249,351, or two thousandths of one per cent. annually for the higher education of the minds and morals of our people? So to-night I plead for immediate and ample appropriations for our high schools—out of the bounteous resources and overflowing treasury of the commonwealth.

High school educators of the Empire state! Noble band of public servants! Four thousand eight hundred strong! I bow before your lofty devotion to the public good! I pay humble tribute to your patriotic services! Endowed with superior abilities, equipped for service by careful training, entrusted with responsible public duties, overburdened with work, poorly paid—you have done more for the common good and have received less in return, than any other public servants of the state! The plan I submit to-night will advantage you and supremely profit the commonwealth. I propose a broad, conservative, and expanding high school system. Contemplate its splendid possibilities! Behold its illimitable opportunities!

No High Schools in 9,937 Districts.

In the state there are 9,955 common school, 44 municipal, and 651 Union Free School districts. In the municipal districts there are 159 high schools, in the Union school districts 635, and in the 9,955 common school districts, only 18. How many other common school districts are provided with reasonable high school facilities by contiguous or nearby high schools, it is impossible to determine. To be conservative, however, I will assume that an aggregate of 937 may eventually be provided with high school facilities under the non-resident tuition law. This will still leave the appalling total of 9,000 school districts in the state to be provided with high schools or high school facilities. In the 44 municipal districts there are 1,000 sub-districts and 159 high schools. Taking this average our 9,000 common school districts would require 1,500 high schools more. Or if the 1900 basis be taken, 705 schools for 79,365 students, then 4,300 more would be required for 88 per cent. of the present non-attending high school population. Whether it be 1,500 or 4,300 the possibilities of high school expansion are literally boundless! Hail then, high school educators! Watchmen on the towers of state! Do you not behold the dawn of a more resplendent day? Instead of hundreds of high schools, there will be thousands; instead of tens of thousands of students, hundreds of thousands more!

True Expansion of the Empire State

The true expansion of the Empire State! Who hath appointed its bounds, that it cannot pass? Who hath said, thus far and no farther? Already the scepter of Anglo-Saxon civilization is moving westward from the Thames to the Hudson, and on its banks, its population, finance, commerce, art, literature—all that constitutes the highest and best civilization, you will soon behold the metropolis of the world. And the state, methinks I behold it even now realizing the vision of Milton—a noble and puissant sovereign, "rousing herself like a strong man after sleep and shaking her invincible locks"; our imperial commonwealth rousing herself to the vast opportunities and tremendous responsibilities of a new era of educational expansion; her citizen-sovereigns and citizen-subjects enthused with spiritual vigor; her standards of higher education leading the van, and her high schools, colleges, and universities directing all the forces of her advancing civilization;—New York with her sublime and infinite possibilities, destined to become not alone the center of finance and commerce, not alone a beneficent intellectual primacy among her sister states, but the most puissant and dominating, the most lofty and inspiring educational force thruout the world

The Professional and Financial Side.

Salaries in London.

Teachers generally are inadequately paid and in too many localities, the only consideration that forces school boards to any addition to salaries is that of finding the schools without teachers. London seems likely to be confronted with this condition in a few months, if the time has not already come. The reason is largely because the city proper pays less in the aggregate than do the outlying and suburban districts. The difficulty is increased by two considerations: The schools in the poorer sections compel the teachers to a considerable expenditure for traveling expenses, while in suburban districts the teachers can reside close to their schools; and besides, the London board requires the teachers to attend numerous evening classes. This may appear trifling in each case, but the total often amounts to large sums.

The actual salaries paid in London and in some of the suburban districts are given below, the figures in all cases being changed to United States money:

	London.		Suburban.	
	Men.	Women.	Men.	Women.
First year.....	\$525.60	\$525.60	\$569.90	\$478.05
Maximum....	1,022.00	1,022.00	1,022.00	824.90

London requires eighteen years to reach the maximum salary, while the average of the suburban places is ten years.

Perhaps the following statement of the summary of results will make the situation which confronts the London school board still more plain. If a man enters its service and remains for twenty-five years, from the age of twenty-two to forty-six, he will earn \$17,472.40, while in the best suburban places he will earn \$19,714.93 during the same period. But while these men are earning \$1,022 in the schools, first class clerks are earning \$1,452, or 42 per cent. more per year. But it requires the teacher eighteen years to reach this maximum; the clerk four.

The account in the London *Schoolmaster*, from which these figures are taken, sums up the situation as follows: "What is the moral of all these facts? It is two-fold. First, teaching service under the London board is not remuneratively comparable with service in the London extra-metropolitan suburbs. Secondly, teaching service under the London board is not so attractive, congenial, or remuneratively attractive as service in other departments of the London city work."

Pay of Teachers in the United States.

THE SCHOOL JOURNAL (New York, Chicago, and Boston) asks the rather fundamental question: "Must teachers live?" "Well, doctors must live, you know," said the physician to Sydney Smith. "I do not see the necessity," was the genial reply. The state cannot get on without teachers, and so teachers must live. But how? For some years the question of salaries has been agitated by various committees of state teachers' associations, trying "to draw the American people out of a similar indifference" to Sydney Smith's. Now Mr. A. H. Sage, of the Wisconsin State Normal school, at Oshkosh, assisted by a committee, finds that \$376 a year for men, and \$248 a year for women, is the average income of country school teachers in the state. "This," says THE JOURNAL, "is not only less than that of other brain-

workers, but is less than that of dirt-shovelers and of every kind of unskilled workmen in the state." These Wisconsin teachers "have charge of over 50 per cent. of the children of the state."

Again, Mr. William McAndrew, principal of the Girls' Technical High school, New York, says: "The average salary of men teachers in the United States is less than \$322 a year, and the average pay of women is less than \$200 a year;" and consequently "the American public does not encourage, and does not permit, a teacher to acquire respectable ability and skill." "That average of \$270 a year" he frankly calls "that standing disgrace to the richest country of the world."

Supt. W. E. Chancellor, Bloomfield, N. J., discusses the matter in THE SCHOOL JOURNAL's columns for "the Professional and Financial Side" (which, by the way, are edited by Mr. McAndrew), and proposes a more comfortable scale (January 2): for principals of elementary schools, maximum \$10,000, minimum, \$5,000; for teachers in elementary schools, maximum \$5,000, minimum \$1,600.

What will the National Association's committee report? What says the Mosely Commission?

Mr. Mosely himself gives his opinion, crisp and emphatic, in the *World's Work*. "The most striking facts I have gathered," he says, "are these:—

"(1) That the people of the United States spend a marvelous amount of money on their public schools, endowing education more lavishly than any other people in the world. (2) They do not spend enough. The salaries to teachers are not sufficient for the service the country desires and should have.

"The money lavished on the schools goes to buildings and equipment, which "are on a much more generous scale than in England," but the teachers—the living force of the schools—are kept short.

"In many cases the actual money pay of teachers is higher in the United States than in England; but, reckoning the difference in the standard of living, especially in those articles that are above necessities, both men and women are paid more here than there."

Education, not Politics.

The Teachers' association of the state of Washington, at its last meeting, passed a resolution requesting the conventions of the political parties to nominate their candidate for state superintendent of public instruction solely with a regard to his qualifications for that educational office. The *Puget Sound Bulletin* sent letters to prominent educators in Washington, asking for their opinions, and in its September issue prints a page of the answers—letters from professors in the state university, the superintendent of schools of Seattle, the principal of the state high school, and others—all urging the removal of this responsible educational office from partisan politics.

The action suggested by the Teachers' association is the best now available, the state constitution being what it is, but the best way would seem to be to change the state superintendency from an elective to an appointive office. The governor and the state senate could then be held responsible for a non-partisan administration of the state schools. A tradition of non-partisanship could be more easily built up thru them than thru the practically irresponsible political conventions.

Chicago's New Course in Elementary English.

The course of study in elementary English printed below is the result of a year's study and discussion on the part of the chairmen of the committees of the Chicago Principals' Association, Superintendent Cooley, the district superintendents, and special teachers who have been called into consultation from time to time. The course has been submitted to the board of education for its approval, has been approved by the board, and is to be put into operation at once.

The action of the board of education, June 22, 1904, changing the text-books used in English, has made necessary a change in the outlines of work prepared by the committee. These changes are, however, not material. The general plan is the same as that outlined in the original report of the committee.

First Grade.

Language: In first grade this should be oral and should consist of:

Telling experiences and observations.

Retelling stories.

Memorizing and repeating literature.

Dramatizing stories, poems, and pictures.

Reciting in all subjects. In general the recitations of the children should be in complete sentences.

Word Study: Work with words in this grade should be informal.

Elementary sounds by slow pronunciation of words in the child's vocabulary.

Building new words from familiar sounds.

In last half of grade short exercises in oral and written spelling of easy words. Use blackboard

Reading: The material should be drawn very largely from the daily work. It will consist of:

Reading from the blackboard.

Action sentences.

Observations and experiences of pupils and teachers.

Reproduction of stories.

Description of objects and persons.

Simple literature (Mother Goose, etc.).

Reading from printed or typewritten slips of selected blackboard lessons.

Reading from the prescribed and supplementary readers lessons chosen according to the actual power and needs of the class.

Literature: The basis should be the pieces in the suggested list. The study will be:

Hearing, learning, and reciting poems.

Hearing and retelling stories.

To Secure Correctness:

Drills to secure distinctness and clear enunciation.

By means of observation and of actions performed, secure correctness in oral sentences using the article and the verb "to be." There shall be no rule, direction, or principle laid down. Correct forms shall become familiar thru hearing and using them.

The writing in the first grade should be mostly, if not entirely, upon the blackboard. It should be confined to the last half of the grade.

Second Grade.

Language and Composition: Mostly oral. Written work mainly on blackboard and only under direction of the teacher. Careless writing not to be tolerated.

Telling experiences and observations.

Retelling stories.

Memorizing and repeating literature.

Dramatizing stories, poems, and pictures.

Telling stories suggested by pictures.

Reciting in all subjects. In general, answers should be in sentences.

Word Study: As in the first year.

Elementary sounds by slow pronunciation of words in the child's vocabulary.

Building new words from familiar sounds.

Pupils make and keep lists of new words as they are learned.

Oral and written spelling of words learned.

Reading: Material related as closely as possible to the child's interests and experiences.

Blackboard. To supplement the book.

Printed slips. Lessons from the blackboard and directly from the experiences and recitations of the children.

Reading from prescribed and supplementary readers. To a considerable extent from books which are literary in character, as "The Child's Garden of Verses."

Literature: Continuation of first year.

Hearing, reading (to a limited extent), learning, and reciting poems.

Hearing and retelling classic stories.

To Secure Correctness: Exercises to secure correctness in the use of the article and the verb "to be," the personal pronouns and some of the commoner irregular verbs.

Drills to secure distinctness in enunciation and correct pronunciation of common words usually mispronounced or spoken in a slovenly manner.

Third Grade.

Language and Composition: Oral and written. Writing only under the careful direction of the teacher. No careless writing tolerated. The beginning of work with pen and ink. The emphasis, however, should still be upon oral language blackboard exercises. Material much as in the second year.

Experiences and observations.

Reproduction of stories.

Simple descriptions of persons and objects.

Informal letters of friendship.

The study of pictures.

Description of pictures.

Stories suggested by pictures.

Hearing, reading, memorizing, and repeating literature.

Dramatizing stories, poems, and pictures.

Reciting in all subjects. The work of the teacher to be so arranged and the recitation so conducted as to demand complete sentences from the children.

Word Study: As in the second year with additions. Elementary sounds by slow pronunciation of words in the child's vocabulary.

Building new words from familiar sounds and syllables.

Pupils make and keep lists of new words as they are learned.

Oral and written spelling of words learned. Short lessons thoroly taught.

Reading: Material related as closely as possible to the child's interests and experiences.

Prescribed and supplementary readers.

Printed slips. Lessons made up from experiences and recitations of the children.

Poems, anecdotes, and short stories from books and standard periodicals.

Literature: Continuation of second year with additions.

Hearing, reading, learning, and reciting poems from suggested lists.

Hearing, reading, and retelling classic stories.

Conversation on word-pictures, incidents, and experiences given in literature. Compare with experiences of children.

To Secure Correctness:

Exercises to secure correct use of irregular verbs and pronouns.

Drills on words and sentences to secure distinctness and clear enunciation.

Drills to secure correct pronunciation of a short list of common and troublesome words.

Secure the correct use of the capital, the apostrophe, and possessive singular and plural, with the simpler uses of the comma in all work.

Fourth Grade.

Language and Composition: Oral and written. More writing on paper than in the third year, but the emphasis should still be upon oral language. Material much as in the third year,

Experiences and observations.

Reproduction.

Simple description of persons and objects.

Making and receipting of bills.

Letters of friendship.

Study of pictures:

Accurate descriptions of pictures.

Stories suggested by pictures.

Biography: Stories of pets, fellow pupils, favorite characters in books, noted persons.

Generalization of language facts and principles and application of them so far as pupils can derive these from observation and practice, e. g., capitalization of proper names, possessive of nouns, comma in a series, form of paragraph, etc.

Word Study: The work should involve only the actual vocabulary of the grade and should include the following phases:

Spelling—oral and written.

Forms of new words.

Syllabication.

Pronunciation.

Elementary sounds.

Accent.

Composition of words.

The most common prefixes and suffixes.

Begin the study of compounds.

Reading: Material related as closely as possible to the interests and experiences of the children.

Prescribed and supplementary readers.

Poems, anecdotes, and short stories in suggested lists.

Literature: Continuation of previous work with additions, including the careful study of selections of acknowledged literary value.

Items of study.

Hearing, reading, learning, and reciting poems.

Hearing, reading, and retelling classic stories.

Discussion of rhythm, word-pictures, incidents, characters, figurative expressions, purpose of the whole, the author.

Pictures related to the literature, e. g., Herring's *Village Blacksmith*.

To Secure Correctness:

Exercises to secure correctness in the use of irregular verbs, pronouns, and adjectives.

Drills to secure distinctness and clear enunciation.

Drills to secure correct pronunciation of troublesome words.

Fifth Grade.

Language and Composition: Oral and written. The emphasis should still be placed on oral composition.

Experiences and observations.

Reproduction.

Study of pictures:

Accurate description of pictures.

Stories suggested by pictures.

Simple descriptions.

Narration. Stories, both actual and imaginary.

Letter writing: Letters of friendship, social forms commonly used, business letters—such as children might have occasion to write.

Generalization of language facts and principles and application of them so far as pupils can derive these from observation and practice, e. g., capitalization, punctuation, grammatical form, structure of simple sentence, form of paragraph, etc.

Word Study: The work should involve the vocabulary of the grade and should include the following phases:

Spelling. Oral and written.

Forms of new words.

Syllabication.

Abbreviations and contractions.

Pronunciation.

Elementary sounds.

Diacritical marks.

Accent.

Composition of words.

Prefixes and suffixes.

Compounds.

Synonyms.

Use of the dictionary. Class exercises with dictionary on hand to secure:

Quick finding of words.

Correct spelling when in doubt.

Correct pronunciation by means of marks.

Wide choice of definitions for words in sentences.

Dictation exercises.

Material for Reading:

Prescribed and supplementary readers.

Set of three books from suggested list, as "Christmas Carol," to secure:

Distinctness from reader who stands in front of class.

Close attention from audience who have no books.

Poems, anecdotes, and stories selected from books on list and current periodicals read as above.

Literature on suggested list.

Reports of home reading of literature related to class study.

Literature: Continuation of previous work, with additions, emphasizing the careful study of selections of acknowledged literary value.

Items of study:

Hearing, reading, and reciting poems.

Hearing, reading, and retelling classic stories.

Discussion of rhythm, word pictures, incidents, characters, figurative expressions, purpose of the whole, the author.

Pictures related to the literature.

To Secure Correctness:

Exercises to secure correctness in the use of irregular verbs, adjectives, and adverbs.

Drills to secure distinctness and clear enunciation.

Drills to secure correct pronunciation of troublesome words.

(To be continued next week.)

Prof. Frederick B. Loomis, of Amherst college, has secured over 500 specimens of rare fossils from the Big Horn Basin and Badger Creek region in Wyoming. One of them is a nearly complete prehistoric horse. It is less than three feet high. Specimens were also found of monkeys, squirrels, and pigs, all differing greatly from the corresponding species of to-day.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 17, 1904.

The Educational Exhibits. V.

Mexico and the Argentine Republic are educationally at the head of Latin America. There are indications in their exhibits of an intelligent grasp of modern educational ideals, though some of the things shown by both countries are still crude and tawdry. Agricultural instruction is beginning to be recognized as a valuable part of rural school programs. Argentine has some beautiful school buildings, and, to judge from the striking tables of statistics prepared by Mr. Nelson, the director of the exhibit, the republic is generous in its support of public instruction.

Stockton, California, has a comprehensive exhibit of the workings of the elementary school course of study in the various branches. The teachers' outlines and criticisms of the details of the course are also shown. Superintendent Barr is present and ever ready to give all desired information.

The Chicago vacation schools reveal in their exhibits many lines of praiseworthy original effort. Garden work, vacant lot farming, school outings, swimming, gymnastics, arts and crafts, and sand pile occupation appear to have won their way into the program of nearly all the schools. Speaking of Chicago, I am reminded of very wasteful decorative efforts some of the schools of this city have encouraged pupils to indulge in. The illustrating of stories has been carried to inordinate lengths. A child does not hesitate in the least to draw an imaginary picture of Lincoln, or Columbus, or President Roosevelt for that matter, if his composition has to do with either of these men. Cooking note-books have original illustrations scattered thru the text. Menus with hand-painted decorations violating every principle of artistic taste are shown with no little pride.

The superintendent of the schools of Carroll, Iowa, has been making commendable experiments in stimulating interest in gardening and farming. A diary supplied by him describes the development of a garden school step by step and the success that attended the enterprise. He also has organized a "Carroll Producers' Club" of boys and girls in the schools. Farming and vegetable gardening are practically carried on thru the year by this club, and the products are sold for the benefits of the school.

The most fascinating single school exhibit is probably that of a Chinese public school at San Francisco, the Jean Parker, a school attended by children drawn entirely from the Chinese population of the city. The freedom accorded to individuality has encouraged the supply of several unique compositions and illustrations. The children have taken great pains with their work and appear to have enjoyed it.

The schools of Canada appear not to be represented at the Fair. This is unfortunate. A very helpful exhibit of the plans pursued in the agricultural education of rural communities should have been secured at least. Here our cousins across the border are doing good work.

Chicago Teachers Win.

The National Teachers' Federation has won still another important victory for the teachers of Chicago. The board of education tried upon the flimsiest kind of a pretense to justify in court its cut of the teachers' pay in the midst of the school year. The claim was made that while the teachers were engaged for the school year, the salaries were fixed for the fiscal year. In other words, teachers might be engaged upon a certain salary schedule in June for the year beginning September 1, and could then have their pay cut down without warning on or after the first of January following. This contention was never regarded as an honest one by anybody. It was a mere club with which the board hoped to defeat the teachers. The Court has now decided that there was no right for the cutting of the teachers' pay in February, 1900. The fight ought now to end. A board of education struggling to defeat the ends of common justice is not a very edifying spectacle. The teachers have earned their pay and ought to have it at the earliest possible moment. By making strenuous efforts to end this matter the board may somewhat redeem itself.

Filipino School at the World's Fair.

Mr. Eber C. Smith, the editor of *Justicia* of Manila, P. I., has favored THE SCHOOL JOURNAL with the following statement, which in view of recent criticisms of the Philippine school at the Fair in St. Louis, will be read with particular interest:

"There has just been established in the 'Philippine Reserve' at the World's Fair, a public school, which is being attended daily by Filipino children belonging to the colonies now quartered upon the grounds. It is presided over by Miss Pilar Zamora, a Filipino lady, who is one of over three thousand employed (before she came to the Fair) in the islands.

"The morning session of the school is attended by young people from the Visayan Village. They are mostly well dressed in native costume and make a very creditable appearance. The next session, beginning at eleven A.M. is for the Igorot and Negritos, about forty in all. It makes a quaint picture—all bright eyed, and many almost naked, all eager to learn. Out of 116 Igorot at their village, ninety of them expressed a desire to attend this school, and the percentage of the children in the islands who desire to attend school is even greater than that.

"The duty and purpose of the eight hundred American teachers now employed in the archipelago, is more to prepare natives for the work of teaching than of themselves teaching. Besides teaching and superintending schools presided over by natives, many of them are required for a month during the vacation, to assist in conducting a normal institute, the purpose of which is to advance the native teachers and to prepare aspirants, of whom there are more than those actually employed.

"The civil government of the islands pays the American teachers, while the natives have to look to the municipality in which they teach for their salary, which in most instances is very low, and oftentimes for months remains unpaid. In many of the rural districts the teachers are placed at the bottom of the pay-roll, which has caused much discussion and more or less dissatisfaction. The native teachers have been very patient and self-sacrificing in the matter, the fight in their interest having been carried on by the American teachers, the result of which is that an ef-

fort is being made to have them paid by the general government.

"The school houses thruout the islands are by no means as well built or equipped as the one at the Fair. Many are of the rudest class, and in some instances the children gather to be taught under the shade of the banana and other trees,

"There is no question that the Filipino people not only appreciate the effort of the government of the United States to give them the benefit of an education, but they are improving that opportunity.

"Nearly every white teacher in the islands is loved and respected by not only the children themselves, but by their relatives and acquaintances."

Troy.

Supt. Edwin S. Harris, formerly of Poughkeepsie, has been elected to succeed Mr. Willets in the superintendency of Troy, N. Y. The latter's fight for reelection was a determined one, but his old-time political pull had weakened last year. If Mr. Harris will free the schools of Troy from the bane of spoils politics he will be counted among the benefactors of the state. The task is an Herculean one. But THE JOURNAL has faith in him. Troy's reputation is a very unenviable one in school affairs.

American Institute of Social Service.

The American Institute of Social Service is a clearing-house or exchange for facts, experiences, and ideas on social and industrial betterment. It is both a laboratory for investigation and a distributor of the knowledge gained. Its fundamental principle and purpose is to make the experience of all available for the instruction of each. This principle is applicable alike to individuals, corporations, churches, societies, cities, states, and nations. It places human experience on file. It welcomes inquiries from any one. The answers aim to be complete, or, if necessary, to refer the writer to the most direct and trustworthy sources.

The institute furnishes expert advice for solving local problems to employers of every kind, to workingmen, to municipal officers, to teachers and ministers, to writers, students, and others. Thru its fifty-eight distinguished foreign collaborators it receives reports and is in close touch with social movements abroad. It can arrange for addresses and lectures, with or without lantern slides, on many important subjects, such as: The Child Problem, History of Labor, Food, Tenements and Improved Housing, Industrial Betterment, Substitutes for the Saloon, The Newer Charity, Municipal Problem, Institutional Churches, Public Baths and Wash-houses, The Better New York.

It has a large and well planned headquarters in New York, at 287 Fourth avenue, near Twenty-third street. Visitors are always welcome and given facilities for study. It has a specialized and growing library, with many foreign books and pamphlets. Three thousand lantern slides and four thousand photographs, showing social and industrial conditions thruout the world, are available.

The Paris exhibit in 1900 was made at the official request of the United States government, and was awarded the Grand Prix in the section of social economy. The institute is making a similar exhibit at the Louisiana Purchase Exposition, consisting mainly of about 2,000 photographs in ten wing-frame cabinets,

which visualize and interpret all forms of social and industrial betterment.

The institute has already served as the working model for the organization of the British Institute of Social Service and the Swedish Institute of Social Service.

Two Miles a Minute.

Everybody is speculating just now on the sociological effect of high-speed electric railways when they shall have been introduced into this country. Running at rates of considerably more than one hundred miles an hour, these newest types of transportation, which are being tested in Germany, will undoubtedly greatly change the conditions of travel between American cities, and will tend still further to make the open country accessible to the people who work in the large town.

Just how it feels to travel at a speed of 110 miles an hour has lately been described by President Pritchett of the Massachusetts Institute of Technology, who holds the distinction of being the first American to travel on the experimental railroad which is now running between Berlin and its suburb Zossen. The road itself, it should be said, is neither a military road, as has been incorrectly stated in some newspaper despatches, nor is it primarily the work of a corporation. It is in reality conducted by an association of German engineers—Studiengesellschaft—supported by the corporation of railroad interests on the one side, and of the German government on the other.

"The two cars," said President Pritchett, "used on this 15 mile track—one car having been built by each of the co-operating corporations—are very heavy, weighing 80 or 90 tons and equipped with the most powerful motors. They resemble in a general way the cars of an American elevated system, altho more rounded at the ends and carrying an arrangement by which the rushing air cools the motors and so makes it possible to run them under the great heat that would be otherwise developed. There was no more movement of the car itself under the strain of a speed of 110 miles an hour than is noticeable on our own trains when running 60 or 70, and the noise of the train was hardly if any greater than that of an American elevated."

Dr. Pritchett says that he made one trip in the front and another at the rear of each of these cars and found the experience in both cases curious but not uncomfortable. On account of the shortness of the track the journey from station to station requires only a few minutes. The speed of the train is felt rather in the curious effect of perspective produced by the forward rush of the car, the rapid disappearance of the landscape behind it, and the indrawing of air after the car has passed, than by any motion of the car itself. Owing to foggy weather on the day of Dr. Pritchett's visit the train was not allowed to run faster than 110 miles an hour, as "high speed was considered unsafe" in such weather—a striking instance of the care with which Germany investigates these spectacular problems. The Deutscher Bank, by the way, was required to sign a bond assuming the responsibility in case Dr. Pritchett should be injured before he was permitted to travel on a train which, despite its speed, has so far been operated without serious accident. The engineers in charge of the experiment have no idea what speed they might attain; they are, however, unlikely to make an effort to go faster than 130 miles an hour, that being the problem that they set out to solve.

University of London.

Officers of the University.

Chancellor, the Right Hon. the Earl of Rosebery, K.G., K.T., LL.D., F. R. S.
 Vice-Chancellor, Phillip Henry Pye-Smith, M.D., B.A., F.R.C.P., F.R.S.
 Chairman of Convocation, Sir Edward Henry Busk, M.A., LL.B.
 Principal, Sir Arthur William Rucker, M.A., D.Sc., LL.D., F.R.S.
 Registrar of the Academic Council, Philip Joseph Hartog, B.Sc.
 Registrar of the Council for External Students, Alfred Milnes, M.A.
 Registrar of the Board to Promote the Extension of University Teaching, Robert Davies Roberts, M.A., D.Sc.
 Secretary to the Senate, Percy Maxwell Wallace, M.A.
 Financial Secretary, William Kirkpatrick Hill, B.A.

In addition to the powers of examination and of conferring degrees that the University of London formerly possessed, it has, since its reconstruction in 1900, the additional functions of promoting "research and the advancement of science and learning, and of organizing, improving, and extending higher education within the city and county of London."

It is governed by the *Senate*, which is assisted by three statutory standing committees known as

(1) The academic council, being a committee for internal students of the University, that is, students who have matriculated and who are pursuing a course of study approved by the Senate.

(2) The council for external students.

(3) The board to promote the extension of university teaching.

The teachers of the University are grouped into faculties and boards of studies, which are consulted on all educational questions. The faculty are eight in number, namely: (1) Theology (Dean, Rev. R. V. Pryce, M.A., LL.B., DD.); (2) Arts (Dean, Prof. W. P. Ker, M.A., LL.D.); (3) Laws (not yet constituted); (4) Music (Dean, Dr. E. H. Turpin, Mus.D.); (5) Medicine (Dean, Mr. H. T. Butlin, F.R.C.S., D.C.L.); (6) Science (Dean, Prof. W. A. Tilden, D.Sc., F.R.S.); (7) Engineering (Dean, Prof. S. D. Capper, M.A.); (8) Economics and Political Science, including Commerce and Industry (Dean, Mr. E. Cannan, M.A., LL.D.). There are, besides, twenty-nine Boards of Studies.

Under the new constitution the various institutions of university rank and the chief professional schools were brought within the University organization under the title of "Schools of the University."

RECOGNIZED TEACHERS.

The University also has the power of recognizing as teachers of the University men and women who hold appointments within the prescribed area in institutions other than the schools of the University. Many of the teachers in the polytechnics are thus recognized.

The degrees granted by the University are:

1. Bachelor and Doctor of Divinity.
2. Bachelor and Master of Arts and Doctor of Literature.
3. Bachelor and Doctor of Laws.
4. Bachelor and Doctor of Music.
5. Bachelor and Doctor of Medicine, and Bachelor and Master of Surgery.
6. Bachelor and Doctor of Science.

Courses of Study.

Students desiring to obtain an internal bachelor's degree at the University of London enter for their course of study at one or other of the schools of the University or under recognized teachers.

GRADUATE COURSES.

At the schools of the University there are special courses and laboratories for graduate and research work. Graduates of other universities are admitted to these and can proceed to one of the higher degrees in the University of London, provided that they go thru a course of study and research of the prescribed period, namely, M.A. (two years); D.Lit. (at any time after the M.A. on presenting sufficient evidence; or if that examination be specially excused, two years); D.D., D.Sc., LL.D., and D. Mus. (two years).

Students.

Women are admitted to all degrees of the University on exactly the same terms as men. They are also admitted to most of the schools of the University in the faculties of arts, science, and economics on the same terms as men, it being understood that the Royal Holloway college, Bedford college, and Westfield college are for women only.

During the session 1902-03 there were 2,005 internal students registered at the various schools and under various teachers of the University, but the number of day students attending the schools was largely in excess of this, being above 6,000.

The total number of candidates, including both internal and external students, who passed the under-mentioned examinations in 1903 was as follows:

Matriculation,	2803.
Intermediate,	959.
Bachelor's Degree,	592.
Masters and Doctors,	100

In the same year 15,204 students entered for University Extension classes.

Post-Graduate Work.

In addition to the facilities provided by the colleges, the University has established a research physiological laboratory. Intercollegiate honors and post-graduate courses of study are arranged in all the subjects of the faculty of arts, and conjoint courses of the same type are given by the teachers in physiology, botany, geology, and zoology.

Last year 170 graduates of other universities entered the University of London, and this number will probably be exceeded in the present year. These candidates came from the Universities of Oxford, Cambridge, Dublin, Glasgow, Edinburgh, Aberdeen, Wales, Ireland, the Victoria university, Bombay, Madras, Calcutta, New Zealand, Melbourne, Cape of Good Hope, Washington, Paris, Lille, Heidelberg, Zurich, and Chile.

Finances.

It is difficult to estimate the sum devoted to university education in London, as the schools are independent bodies, and many of the students in them, tho receiving education of a university standard, are not preparing for degrees.

Apart from the sums spent by the schools and on the classes held by teachers recognized by the University, the actual income of the University itself will in the present year be about £57,060. This is derived from an annual grant of £8,000 from the government (which also supplies the University with rooms in the Imperial Institute buildings), from a grant of £10,000 a year from the Technical Education board of the London County Council, from fees, and other minor sources of income.

The George Washington University.

By an act of Congress, approved last winter, the Columbian university in Washington changed its name on the first of September, to the George Washington university, by which name it will hereafter be known.

The Columbian college was incorporated by Congress in 1821, President Monroe writing a warm commendation of the new institution when he approved the act, and the first class contained a large number of students drawn from all over the union. John Quincy Adams was always a special friend of the college, contributing to its funds, and after the civil war it secured a munificent patron in the late William W. Corcoran, the distinguished philanthropist of Washington, and donor of the Corcoran Art Gallery. Mr. Corcoran gave liberally to the medical and law schools of Columbian, and in 1873 added \$100,000 "to make the college an university," which was accomplished by act of Congress shortly after.

From that time there has been a steady growth and development in every department, the students in all the schools numbering at the present time 1,445.

The location of the university at the federal capital enables it to enroll in its corps of teachers men of the greatest eminence, who from their connection with the government, could not teach in any other city of the country.

This is particularly true in the scientific and law schools. There is hardly a distinguished scientist connected with the Smithsonian institution or with the scientific bureaus of the various departments, who does not instruct Columbian students in the particular specialty in which he has eminence, and the law school is famous on account of the unique composition of its faculty. Mr. Justice Harlan and Mr. Justice Brewer of the Supreme Court of the United States are among the most active professors of law, and are aided by an imposing array of federal judges, federal assistant attorney-generals, and judges of the Court of Appeals and Supreme Court of the District of Columbia, courts endowed with federal as well as local power.

Indeed there could hardly be a more ideal spot to study law than the city of Washington. The law department of the Library of Congress is the largest in the world, and is freely open to students. The courts of the District of Columbia are possessed, from their combination of jurisdictions, and from the fact that they are the proper tribunals for the institution of suits against officials of the government in their official capacities, of a more varied and interesting legal calendar than any other set of courts in the United States.

Of still greater importance to the student is the fact that the District of Columbia is the only part of the United States where the common law of England is still practically the only law; indeed, the old common law of our English ancestors is probably less changed in our federal district than in England itself. This is owing to the fact that there is no local legislature in Washington, and Congress has been too busy to make many changes in the common law which was in force when Maryland ceded the District to the United States in 1790.

All the states and territories have elaborate criminal and civil codes, and equally elaborate codes of procedure, radically changing the principles and practices of the common law, and all varying widely from each other. The laws of Massachusetts differ greatly from

those of New York, and these are both different from the laws of California. But the common law is the basis of all Anglo-Saxon law, and it must be thoroughly understood if one is to master or even comprehend the new codes now in force. It is therefore a great benefit to the student to study simply the fundamental principles of that law which underlies all the laws in force in every English-speaking country, and not to be burdened with the details of a state code, which will be so much mental rubbish in any other state. This is the manner of teaching law at Columbian.

Once let the common law be mastered, and there is a solid foundation of Anglo-Saxon jurisprudence, to which local statutes and procedure can be easily added.

The courts sitting in Washington are thus an invaluable aid to the legal neophyte. In Judiciary Square he will see the District courts administering a legal system more in harmony with ancient English precedent than the courts which sit in Westminster Hall. And at the Capitol he will enjoy the pleasure and gain of seeing in session the most august tribunal that has ever been known, the Supreme Court of the United States expounding the federal constitution.

One need not believe with the irreverent wag who defined law as "the last guess of the Supreme Court of the United States," in order to appreciate the advantages of a location which enables such men as Mr. Justice Harlan and Mr. Justice Brewer to give the young lawyers their first lessons in law. It is still related in Washington, how in the spring of 1895, when the income tax was, amid the excited interest of the country, before the Supreme Court, Mr. Justice Harlan had to check himself suddenly in the midst of a sentence, as he was lecturing to a class of Columbian students on the taxation clause of the constitution. The class had breathlessly settled back in its seats to listen to the justice, when the latter suddenly realized that he was addressing his pupils at the Law school, and not his colleagues in the consultation room of the Supreme Court, and that his exposition of this clause in the constitution would indicate his vote on the pending income tax. Mr. Justice Harlan held his peace on the topic at that time, but the advantage of generally being able to confer freely with the senior associate justice of the highest court in America, one of the greatest of living jurists, can hardly be overstated.

In 1898 a number of patriotic women organized the George Washington Memorial association, whose object was to erect a great American university at the capital, in accordance with the views laid down by our first president in his will, by which he bequeathed \$25,000 for that purpose.

Considerable money was given for this object, but it finally became apparent that Congress would not appropriate the vast sum needed to start such a project, and research work in the sciences being provided for by the Carnegie Institution, an agreement was entered into between the Columbian university and the George Washington association.

Pursuant to the terms of this agreement, Congress last January passed an act, modifying the charter of Columbian so as to make the university undenominational, and also permitting it to make the change of name which went into effect on the first day of this month. It is to be noted however, that the academic department of the university will retain the name of the Columbian college. The Memorial association, in its turn, guarantees to raise \$500,000 for the erection of the administration building of the university.

This building will stand on the ground recently purchased by the university, and fronting upon the President's Park just south of the White House. The ground purchased includes five acres, and situated as it is in the midst of the great federal buildings and adjoining the beautiful Potomac park, it will afford a site for a group of college edifices unexcelled in any of the cities of the world.

The board of trustees includes such distinguished men as Wayne MacVeagh, former attorney-general and ambassador to Italy, one of the great lawyers of America; Senator Newlands of Nevada; Governor Montague of Virginia, and Alexander Graham Bell, the famous inventor of the telephone. Under their able direction it cannot be doubted that upon this historic ground will arise a noble pile of halls and dormitories, in which will be carried on an elevated intellectual life, destined to render the George Washington university a powerful force in the onward sweep of American education.

Tribute to a College President.

The great event of this year's commencement at Brown university, says *Harper's Weekly*, was the unveiling of the portrait of Brown's former president, Benjamin Andrews. They call him "Benny" Andrews at Brown, and seem to have kept a warm place in their hearts for the man who followed Bryan out into the free-silver wilderness. The portrait, by Chase, was the gift of the class of '93, the first class to enter college after Dr. Andrews became president. Dean Meikeljohn was spokesman of the givers, and said: "I wish that I could bring every future freshman before this portrait and let him behold a man and say to him, 'If there is any manhood in you, look at him and he will see it. If there is any meanness in you, he will see it and shame you out of it.'" Then the curtain was drawn from the picture, and all Brown yelled as from one throat, and kept long at it. Old graduates said they never saw such a tribute paid at Brown. Professor Togg, of Nebraska, brought Dr. Andrews, greeting. Thru him the chairman of the dinner of the younger graduates sent this message: "Tell Benny that so long as the light he lit on this hill shall burn, we shall hold in our hearts him who made Brown university what she is."

The interesting news is cabled from Athens, that recent excavations made on the island of Ithaca have unearthed vestiges of the cyclopean ramparts of a most ancient palace. Cups, vases, candlesticks, bronze carvings, etc., of high artistic merit, and of a great age, were found in considerable quantity in the palace.

It appears evident that if the present island of Ithaca was not the Ithaca of Ulysses, it could easily have been.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 34th year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

KELLOGG'S TEACHERS' CATALOG. 144 large pages, describes and illustrates our own publications.—free.

KELLOGG'S ENTERTAINMENT CATALOG. Describes the cream of this literature, over 700 titles.—free.

KELLOGG'S NEW CENTURY CATALOG. Describes and classifies 1700 of the leading pedagogical books of all publishers. A unique and valuable list. 2c. Send all orders to the New York office. Books and files of our periodicals may be examined at our Chicago (326 Wabash Ave.) and Boston (116 Summer St.) offices. Send all subscriptions to the New York office.

E. L. KELLOGG & CO., Educational Publishers,

61 East Ninth Street, New York

THE SCHOOL JOURNAL is entered as second-class matter at the N.Y. Post Office

Story of the Siege of Troy.

(Principal Vlymen, of the Eastern District high school, has many good stories. One of them gives a very realistic picture of the unwritten history of the Siege of Troy. He told it on the river excursion of the Brooklyn Teachers' Association and the Milonian reporter of the *Eagle* caught it and preserved it for future generations. Thanks to Milo we can present the story here.)

Agamemnon felt very much discouraged at the way the siege of Troy was going.

"Our lack of progress," he declared, "is due to our peculiar formation of the genitive case."

"No," said Nestor, "it's because we use the aorist indicative so much in comparisons."

"Well," exclaimed sulky Achilles, "we've been here ten years, and if the college professors haven't material enough for their grammars by this time, I won't make any more long-winded speeches in the optative mood."

The situation was certainly exasperating. The Greeks had consented to remain before Troy no longer than was necessary to establish the correct conjugation of the verb in all its moods and tenses, and to revise, in some degree, the inflection of the other parts of speech. But the Trojans were too wily for them, and by a dextrous manipulation of the oblique cases of the third personal pronoun (when enclitic), and putting a noun in apposition after every demonstrative article, and by other Homeric devices, had so protracted a siege that it threatened to be in full swing long after the boys had come up from the preparatory schools for the entrance examinations of the universities. There was also jealousy among the heroes, who accused one another of playing to the classical scholars in speeches designed for quotation in grammars and lexicons.

The climax came when Chryseis, daughter of a priest of Apollo, had been captured on one of the marauding expeditions of the Greeks and given to Agamemnon. The captive's aged father came into camp, bearing the fillets of Apollo as his official insignia, and begged to be allowed to make a speech. This request was granted, but the old priest left all his second aorist subjunctives uncontracted in the passive, whereupon Achilles washed his hands of Greek. He was a man of imperative mood and active voice:

"Singular person!" commented Nestor. "What have the troops had this morning?"

"Participles," replied Agamemnon. "They declined them first."

"I hear some complaint about the verb," said Nestor, "and I don't wonder. It opens out like a telescope, and then breaks up into little pieces. When you put it together, there is always a participle left, that you don't know what to do with."

"Shy it at the Trojans," suggested Agamemnon.

"Can't lay hold of it," replied Nestor, "it has a liquid stem."

"I'm afraid," said Agamemnon, "that we'll never get thru with this Trojan siege unless we use a pony."

"A pony?"

"Yes, a pony. Don't you know what a pony is?"

"No."

"A handy literal translation. We'll trick the Trojans with it."

The device proved tremendously successful. The pony was a wooden affair and the Trojans took it for a horse. So did the college professors, whose classes to this very day finish the siege of Troy with the surreptitious use of a pony—a wooden one at that.

Remember this: No other medicine has such a record of cures as Hood's Sarsaparilla. When you want a good medicine, get Hood's.

Letters.

Language Expression in the Elementary School.

Under the above caption many doctrines wise or otherwise are constantly being presented to the school world. Probably no other subject stands at present quite so close to the general pedagogic consciousness as does that of the prevailing failure of our schools to confer a tolerable command of the vernacular. It is to be hoped that a general linguistic conscience will be gradually awakened; but that desirable result can not be gained until the nature of language and of language study shall become more clearly comprehended. The following paragraph from *THE SCHOOL JOURNAL* of July 9, 1904, should not pass unchallenged:

Language as an expression of an idea may not only be spoken or written, but it may be expressed thru bodily activities as in some forms of dramatization, or by the products of the hands, as various results of the manual work. . . . The various handicrafts are but another training in language and should be recognized and utilized as such.

In applying this new and startling theory to actual school-room work, the writer of the above passage soberly and explicitly recommends dramatization, drawing, color work, paper cutting, and carving, each and all as avenues for definite language training. When able educational leaders can wander so far astray in the pedagogic field, it is small wonder that the constant labor of the public school mountain should continue to bring forth the traditional mouse.

For many decades school men have held that the study of technical grammar, or science of language, must confer skill in the art of speech. The modern differentiation between science and art has shown the fallacy of this, and has proved that no amount of scientific knowledge ever confers practical skill in doing. However, in escaping Scylla we need not rush recklessly upon Charybdis.

The theory here propounded seems to ignore the chief reasons for introducing manual training into elementary American schools. The object of manual training is threefold: first, to provide a concrete physical outlet for the superabundant nervous energy of the young human animal, while at the same time relieving the now overtaxed sensory apparatus; second, definitely to develop motor co-ordination in various fields of muscular activity. A third object, wholly subordinate to these two, is, thru contact with the art elements of line, light and shade, color, form, and composition, to awaken gradually esthetic ideals in the field of visual beauty. But this last aim is spiritual rather than sensory, as it is an imperceptible process of slow and unconscious absorption. Hence, for the elementary school, almost the sole value of manual training may be said to lie upon the motor side.

Two general misconceptions underlie the theory discussed and prevail quite too generally thruout the educational world. The one is a failure to recognize the nature of language and of language use; the other is a failure to comprehend the nature of art in general and of fine art in particular.

That almost universal art instinct for creating, for making, which seeks to work out in matter some conception of beauty, should never be confounded with the universal human desire for communication with one's fellows. An instinctive animal desire for *communication*, largely reinforced by the other animal in-

stinct of imitation, is the fundamental cause for the acquiring of speech. This original animal instinct is wholly diverse from that other wholly human instinct which delights in creating things of beauty. And altho language use may early enter the field of conscious art, yet in the case of every human being, there is inevitably a long preliminary stage in which language must be used chiefly as a vehicle for communication before it enters even the remotest confines of the broad domain of art. Even dramatization by young children is wholly an expression of the art instinct, whenever the child has passed beyond that first early stage wherein he often uses pantomime as a means of communication. On this Romanes is highly interesting.

The statement is made that "the various handicrafts are but another training in language." If by "language" is here meant what Froebel calls "self-expression," no one need dissent from this view. But this is not the meaning of "language" as used in the schools to-day. By "language study" we always indicate a much more definite and much smaller thing than "self-expression." Self-expression, in a broad sense, is the object of all education. We mean by "language study" a definite training in the use of English speech, and by "language" the vernacular or mother tongue. However, the proposed correlation is avowedly for the sake of linguistic gain.

But is it credible that one will claim added linguistic power as a result of manual art? Will skill in all the mechanical and fine arts combined and multiplied add by a single iota to one's power over words? If so, our artisans as a class should excel in language use. But this is by no means true; or, if at times it be so, this comes from causes wholly external to manual art itself. For tho one shall paint like a Raphael, build like an Angelo, carve like a Robbia, compose like a Beethoven, and sing like an angel, not all these powers combined can give the still higher power of beautiful speech. This art must be practiced in its own field and its keyboard of verbal signs, or its technic, must be mastered by actual practice in the art itself.

The child's clay image is not in any true sense "the expression of an idea." In the days of picture writing the outline of a cow might have been this; but to the child who has acquired the verbal sign and a mental concept for the object cow, his clay image of a cow is a work in plastic art and not an expression thru "language." He would never voluntarily choose so slow and cumbrous a means for language expression, altho he may take no small pains to make his clay cow "pretty," that is, artistic or satisfying to his childish ideal. He labors patiently half an hour perhaps at making this clay cow, while he would instantly name the object itself for any real purpose of language.

Not all the skilled basketry of an Indian tribe will give that tribe the verb element, which would enable them to make the simplest sentence not yet evolved from their thought cosmos. And all the basketry of the schools can do no more than help on motor co-ordination. Not the least item of language gain is involved here beyond perhaps the special vocabulary of the art, consisting of less than a dozen terms of strictly limited application. Hence the value of basketry for language correlation is practically zero.

Side by side in the school-room sit the child of motor type and the child of sensory type. Perhaps they come from the same family. To the former, manual activity is a natural joy and he takes all the

artist's delight in every form of so-called manual "expression." But in his language work he is far behind his younger brother who, of marked sensory type, delights in all things linguistic. This child of sensory type especially needs the manual training to counterbalance the bookishness which absorbs him to his own hurt. But all the manual training of a lifetime will not increase the language power of the former child nor decrease that of the latter. Men do not gather grapes of thorns nor figs of thistles even in the twentieth century.

Surely manual training needs no apology at the hands of language study, nor does the art of good speech need to be bolstered up by manual training. Each has its own *raison d'être* wholly separate and distinct in kind. Moreover, to attempt thus to turn the intrinsically important subject of manual training into an auxiliary to language study is to discredit it as an honorable and individual item of the school program, and would tend to lessen the attention given it. The crying need of our schools is for more physical activity, not for less. The "inferno of immobility" has been stirred here and there by a small infusion of manual training. Then in the name of long abused childhood let us be honest with ourselves; and let us heed the sober voice of Science, pitched on the low key of common sense, rather than the siren song of Theory. We want manual training for its own sake and for the relief it brings to the fatigued sensory apparatus. Then let no one spoil two good things by an attempted combination ruinous to both. Language and manual training are complementary subjects, not supplementary, and each should afford relief and change from the other. To attempt to combine the two would be like stirring blue points into ice cream, thus spoiling both.

One can hardly help a suspicion that our author seeks to administer the bitter pill language in a liberal dose of manual training jelly. But there is no need that the essential art of speech should continue to be the bitter pill of the schools. With more manual training, more individual instruction, more teachers fully prepared, fewer pupils in a room, and some adequate conception of the fact that we must possess words as tools of thought before we can do much thinking, this long unsolved problem of language teaching will cease to be our chief puzzle.

By no means would I seem to belittle the great subject of language study. I seek merely to show that the principal aims of this are far and away from the field of muscular activity. Let us note briefly for a moment what these aims are: (1) a sensory development thru ear and thru eye which shall lead to swift recognition of numerous auditory and visual symbols; (2) a clear mental grasp of the ideas which correspond to these various eye and ear symbols; (3) prompt motor co-ordination in articulating the vocal signs corresponding to these ear and eye symbols; (4) the mental power to select for use with swiftness the right words from among many known words; (5) the mental development of esthetic ideals in the field of literary art.

Beyond doubt the art of speaking well is the most important art for every child to cultivate, but he will never master that art thru the use of hands or feet. *The eye and the ear are the avenues thru which all linguistic gain must be sought.*

But what is this we read—"Good literature like a work of art"—Good literature is a work of art, and art of the highest kind. As the painter's power transcends the sculptor's, and the sculptor's the musician's,

so the poet's transcends the painter's, and the orator's transcends all these. The *spoken word* is the powerful tool wherewith man moves mankind, and the spoken word is the essential tool wherewith man must work out his own career. Let us no longer theorize, but let us acknowledge the divine power of the word, vocal sign of the human concept, and raw material for thought, which may be transformed into good literature, noblest product of all art.

JEAN SHERWOOD RANKIN.

Lord Dartmouth's Visit.

The earl of Dartmouth, vice-chamberlain to the late Queen Victoria, the countess of Dartmouth, and their eldest son, the Viscount Lewisham, arrived in New York on the "Cedric" on September 9.

The earl is the descendant of the earl of Dartmouth who contributed so largely to the founding of a college in the province of New Hampshire in the eighteenth century, which college was therefore given the name of Dartmouth. Lord Dartmouth came to America to lay the cornerstone of the new Dartmouth Hall at Dartmouth college.

It is interesting to recall that the first earl of this title was the son of Elizabeth Washington, daughter of Sir William Washington, of Packington, Leicestershire, and therefore the arms of the earldom are very similar to those of the United States. The present earl has devoted himself largely to literary and historical research, his family papers being wonderfully rich in original manuscripts, as they contain a large number of letters from the diarist Pepys, Dean Swift, Lord North, William III, George III, John Wesley, and other personages.

As to Whipping.

THE JOURNAL took up the cause of no whipping in school years ago, I understood, and of course in the new debate that has sprung up will probably oppose it. I am against the teacher's giving the punishment, but still I think some boys need corporal punishment. As an old fellow used to say up in Litchfield county, "They fairly ache for it." I think there are some natures that must feel bodily pain to get on the moral track. Pain was put in the world for a purpose.

All this may be true, but the teacher ought not to be the one to inflict the pain. My idea is that the parent should whip.

But some may think the blows should be struck at the moment of disobedience; it does sometimes seem as tho this was best, and then again it does not. I think the power to punish mis-doing should not be taken wholly from the school.

E. F. G.

Norwich.

What's the Use

To Keep a "Coffee Complexion."

A lady says: "Postum has helped my complexion so much that my friends say I am growing young again. My complexion used to be coffee colored, muddy, and yellow, but it is now clear and rosy as when I was a girl. I was induced to try Postum by a friend who had suffered just as I had suffered from terrible indigestion, palpitation of the heart, and sinking spells.

"After I had used Postum for a week I was so much better that I was afraid it would not last. But now two years have passed and I am a well woman. I owe it all to leaving off coffee and drinking Postum in its place.

"I had drank coffee all my life. I suspected that it was the cause of my trouble, but it was not until I actually quit coffee and started to try Postum that I became certain; then all my troubles ceased and I am now well and strong again." Name furnished by Postum Co., Battle Creek, Mich.

There's a reason.

Look in each package for a copy of the famous little book, "The Road to Wellville."

The Educational Outlook.

The Rt. Hon. James Brice, M.P., the distinguished author of the "American Commonwealth," arrived in Boston on the "Saxonia" on September 8, and is the guest of Percival Lowell, of the Massachusetts Institute of Technology. Mr. Brice will attend the Educational Congress at St. Louis, and will then deliver a course of lectures at Harvard. He will remain in America until after the presidential campaign, intending to make it a study.

Prof. Jeremiah W. Jenks, of Cornell university, has sailed from Shanghai for the United States on the "Mongolia." Professor Jenks has been at Peking as the commissioner of the United States, to confer with the Chinese authorities upon the establishment of the gold standard in China. He returns much encouraged.

It is unpleasant to learn, thru the Census Bureau that, despite the labor unions and other beneficial agencies, child labor in the United States is on the increase. It is highest in agriculture and mining, and more in the South and West than in the East, Alabama standing at the top with 27.2 per cent., and Massachusetts being lowest, and therefore emphatically best, with only a half of one per cent. All teachers should throw their influence against this most profitless (in the long run) of all labor.

William C. Hill, principal of the high school at Chicopee, Mass., has been unanimously elected principal of the high school at Milton, in the same state. Mr. Hill is a graduate of the Malden high school '90, and a graduate of Brown's university, class of '94. He has been principal of the high schools at Cariboo, Maine, and South Hadley, Mass., and was selected for his new office in Milton over sixty candidates, all of whom were personally interviewed by the school committee.

Secularization of the Copenhagen Schools.

An interesting innovation in school machinery will go into effect this month in Copenhagen. Many of the schools of the city have passed from private hands into the control of the state, yet without becoming exactly state schools.

There were formerly in the Danish capital twelve high class schools for boys. The schools were the private property of their headmasters, but they had the privilege of conducting within their walls the final examination of the state, which alone enables the student to matriculate at the Danish universities. The schools also had a commercial branch, where boys were prepared for business, and the professions which do not absolutely require a university course. All of the school buildings are modern, and the government has helped the headmasters by guaranteeing the interest on the loans required to complete these handsome structures.

The profits of the headmasters varied from \$1,500 to \$2,000 a year, a modest return for their time and the employment of their capital, but on which one can live comfortably in Copenhagen. The salaries of the assistants, however, have long been a cause of lamentation. It was recently ascertained by the teachers' association that the 264 male teachers, more than half of whom were university graduates, received an average amount of little less than \$300 a year, provided they were in full employment, the women teachers getting a third less. It was felt generally that the average remuneration should be increased at least \$100 a year, but it was realized that the headmasters, with their small incomes, could not possibly increase their assistants' pay at all.

It was found impossible to secure any direct grants from the royal government, but

after long consideration the following plan was devised, and after being debated last winter in the Folkething, was passed by an overwhelming majority in that body, and became law.

Eight of the boys' schools are formed into "self-owning institutions" under the control of the state, the school sites, buildings, and furniture being purchased from their owners, and devoted in perpetuity to the purpose of education. The eight schools will hereafter be conducted as one school in nine buildings, with the former headmasters continuing in their duties, at a salary corresponding to their previous net income. The governing body is a board composed of the headmasters and three assistant masters, chosen by all the assistants to represent them. This board will elect a business director, and three headmasters, and these four, together with an outsider who will be elected every three years to represent the people, will be the executive of the schools.

The committee must elect every year a committee on finance, consisting of two headmasters and two of the assistant teacher representatives on the governing board. The finance committee cannot make a definitive decision, but if the governing board rejects its recommendations, it has the right to lay its written opinion before the ministers of the King.

The four boys' schools that did not enter into this amalgamation were prevented by impediments in their constitution, and are most friendly to the consolidation of their neighbors. Two of them combine the teaching of girls, one is a regular state institution, and the fourth is owned by a corporation, and could not readily be assimilated to the schools owned individually.

The sites, buildings, and so forth were valued at 1,414,446 kroner (about 34 kroner equals one dollar) and they were mortgaged for 714,814 kroner. The Folkething gave permission to the ministry to guarantee the interest on a loan for the difference, and thus the property was purchased. The tuition will be slightly raised, about fifty cents a month more for each pupil.

This new arrangement seems satisfactory to all the parties to it. The Danish government, without the expenditure of a single kroner, has come into the possession of nine excellent schools, in whose direction it has reserved to itself the final word. And yet in ordinary matters its management seems more flexible than is generally possible in state institutions. The head masters are gratified, for they have sold their schools, and yet are retained in their dignified offices at a regular salary, equal to their average profits. Henceforth they have no risks. Their care seems as nearly as is possible that of the person who eats his cake and has it too.

On the other hand, the assistant teachers for whose benefit a change was principally agitated, have been placed in a much more advantageous position. No teacher can now be arbitrarily dismissed, and the body of teachers has a voice in the management of the schools thru their three representatives on the governing board, two of whom must be also on the finance committee. A financial improvement will eventually come to them in some way, and the path of ambition is open. When a head-master retires, instead of selling his school to a successor, who must therefore necessarily be provided with capital, the successor will now be chosen, for his ability, from among the assistants themselves.

The elimination of private profit, and the co-operation among so many schools, ought to improve the quality of secondary education in Copenhagen, and keep that education progressive. As long as the new institution is satisfactory, the king's government has promised not to license any new private boys' schools in the capital, without which no new school in Denmark can be opened. Therefore "The United Latin and Realskoler," if it fulfills the hopes entertained at its inauguration, has no rival to fear.

Medical Research.

If all the resources which science owns can advance the triumph of man over disease, many notable medical discoveries should issue from the Rockefeller Institute for Medical Research, the erection of which will shortly be started in New York.

Three years ago little John Rockefeller McCormick, the baby grandson of John D. Rockefeller, died from summer complaint. Mr. Rockefeller had painfully brought home to him, in this death of his favorite grandchild, the manner in which medical science lags behind her sister sciences. Here was presented to the physicians a disease of extreme prevalence. The greatest fortune in the world was at their disposal. They themselves, were men who possessed all the learning and skill of their profession. And yet, in spite of every natural and artificial resource that man controls, the little life could not be prolonged. Surely this is an ignorance which research and study can some day remedy.

To provide all available appliances for such investigation and thought, Mr. Rockefeller founded this Institute for Medical Research by a gift of twelve hundred and fifty thousand dollars. The plans for the buildings have been drawn by Shepley, Rutan & Coolidge of Boston, and work on the excavation has already begun.

The main purpose of the institute will be to experiment on animals, from the domestic cat and dog to tigers, monkeys and reptiles. One building will be known as the animal house and will be devoted exclusively to their care and comfort.

It will be carefully heated at the varying temperatures which the different animals require, 65 degrees Fahrenheit the year around for the snakes, and such other degrees of warmth as the other species are accustomed to in their original climates. In the center of the building will be a large pool, where the larger animals can be bathed, and provision will be ample for douche, Turkish, and such other kinds of baths as the animals may need. Mineral waters hot and cold, will be provided for exhaustive experiments, and the cages, with their granolithic floors and stone or steel walks, will be absolutely clean, and as comfortable for their occupants as possible. In this building will be an inoculation room, having a drying cage and laboratory adjoining, and a sterilizing hall will be the approach to the main operating room, of large dimensions. Adjoining this building lies the animal hospital, on which will be a roof garden with cages for the accommodation of such animals as are required to live in the open air.

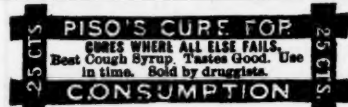
The main building of the institute will have its first floor given up to a library, designed to be the most complete of its kind in existence. On this floor also will be a seminary room for students, and an assembly hall in which illustrated lectures on interesting topics developed by the institute, will be given weekly.

On the floor above will be a large operating room and quarters for the assistant directors, the third floor being occupied entirely by the laboratories and special study room of the supervising director.

Research rooms, laboratories for special operations and experiments, and an incubator, the largest and most improved in the world, will take up the remaining space in the building.

The superintendent of the institute is Simon

There are many important uses for antikamnia tablets. Everybody who is out in the sun should take a five-grain antikamnia tablet at breakfast and avoid entirely that demoralizing headache which frequently mars the pleasure of an outing. This applies equally to women on shopping tours and especially to those who invariably come home cross and out of sorts, with a wretched "sight-seers headache."—The Chaperone.



Flexner, for many years at Johns Hopkins, the president being Prof. William H. Welch, also of the Johns Hopkins university.

Almost the first experiment will be a search into the nature of dysentery, and for this purpose monkeys will be extensively used. It is suspected that the bread and milk diet on which human children are mostly reared is essentially unhealthful, and the cause of many of the fatal infantile diseases. Exhaustive experiments will be made with the simian young to arrive at a definite conclusion on this fact, and to discover the most favorable child regimen.

The beneficial effects that may flow from the Rockefeller institute cannot be calculated. It seems likely to rival the Pasteur institute of Paris. The cure of many diseases, the lengthening of human life, discoveries of absorbing interest and immense benefit to the race may be the outcome of this combination of limitless resources with the most advanced science. The future of man may be more affected by it than by all the politics and military tactics which crowd our newspaper columns, as the barriers of the unknown are continually pushed back, but, notwithstanding all the nameless advantages which may flow from Mr. Rockefeller's gift, it is probable that many of the great discoveries of the future will be made without his institute's walls. Genius cannot be regulated. It springs up in unexpected places. Neither Copernicus nor Darwin were officeholders in an institution. All the institutions then existing frowned on Columbus. If a man has that supremely rare order of brain which we call original genius, he is bound to uncover phenomena hitherto concealed from other men, and frequently such a man will insist upon doing the uncovering in his own way.

Therefore the great biological and psychological discoveries of the future will not all be included among those which, made at this institute, will shed some luster on the Rockefeller name.

Martha's Vineyard.

Summer schools, like public libraries, university extension lectures, business and other technical schools, have come to stay. They now form an integral part of our complex system of education. The public school, the academy and the college formerly comprised all of our educational institutions. Later the higher work began to differentiate, and medical, law, and theological schools were founded. Then came technical, polytechnic, and normal schools.

Thirty years ago no summer schools for the normal training of teachers could be found. Such a school, the pioneer of them all, was established on Martha's Vineyard Island in the summer of 1878, and has had a marked degree of success.

Summer schools are generally divided into three distinct classes; 1. Schools that teach special branches of knowledge, as languages, literature, the sciences, psychology, etc.

2. Schools that teach the arts, as drawing, music oratory, etc.

3. Schools that teach pedagogy, including psychology, principles and methods of teaching, school management, etc.

The Martha's Vineyard school has from its earlier years embraced all three of these classes. It has aimed to furnish the very highest and best instructors that the country affords. It has made great advancement and improvement year after year, and its management are now laying plans for the largest, broadest, and best courses for the summer of 1905, in the history of the school. It will appeal especially to the teachers of Massachusetts and New York City. The details of courses and methods will be announced early in the year.

A Model Manual.

The manual issued by West Virginia for her county and village schools is far indeed from being the dull volume such official publications are apt to be. There is so much that is entertaining and valuable in this manual that it is difficult to make selec-

tions. There are pictures of many new school buildings in the state, with pictures and drawings of what are considered ideal village, town, and high schools. There are also pictures of West Virginia trees, and some of the handsomest colored plates we have seen for a long time. Each of the plates shows a West Virginia bird.

A history of West Virginia education, a dictionary of quotations, and patriotic extracts from poetry and great orations are things that might be copied advantageously in other state manuals. There is, too, an excellent collection of hymns, and selected readings from the King James Version, which would be valuable suggestions in those states that have not been foolish enough to abolish every vestige of spiritual teaching.

Recent Deaths.

The Rev. George C. Lorimer, D.D., pastor of the Madison Avenue Baptist church in New York, died last week at Aix les Bains where he had gone for his health.

Dr. Lorimer was born in Edinburgh in 1838 and came to the United States in 1856, graduating from Georgetown college, Kentucky. He entered the Baptist ministry in 1890, and was pastor of congregations in Kentucky and in Chicago, finally going to the Tremont Temple, Boston, where he was pastor for twenty-one years. In 1901 he came to New York. Dr. Lorimer was the author of many widely-read books on religious and social topics. His son, George Horace Lorimer, is editor of *The Saturday Evening Post*, and author of "The Letters of a Self-Made Merchant to His Son."

Professor Keller, of the New York Normal college, died on shipboard August 29, on his way back to this country from a trip abroad. Professor Keller was born in Germany in 1844 and was educated at the University of Berlin. He came to this country in 1868, and has been professor of German language and literature in the normal college since 1893.

The Appleton School Books

THE CULTURE READERS

EMBODYING THE NATURAL METHOD IN READING. By ELLEN E. KENYON-WARNER, Ph.D. BOOK ONE—PRIMER. BOOK TWO. Edited by JENNY B. MERRILL, Ph.D. Now ready. Each 30 cents.

METHOD—The development of a vocabulary in exact sequence. Logical use of phonic elements in both analysis and synthesis. SUBJECT MATTER—Unlike all other method and phonic readers. The Best Children's Literature only is used.

ARITHMETICS

By J. W. A. YOUNG, Ph.D., Assistant Professor of the Pedagogy of Mathematics, University of Chicago, and LAMBERT L. JACKSON, A.M., Head of Department of Mathematics, State Normal School, Brockport, N.Y.

Now Ready.

BOOK ONE. For third and fourth years. 35 cents.

BOOK TWO. For fifth and sixth years. 40 cents.

The practical side of arithmetic. Principles taught through problems drawn from everyday life.

THE SCIENCE OF HEALTH

FIRST BOOK IN HYGIENE. Studies in Health and How to Preserve It. By WILLIAM O. KROHN, Ph.D. Price, 35 cents.

GRADED LESSONS IN HYGIENE. By WILLIAM O. KROHN, Ph.D. Price, 60 cents

For children to learn how to be healthy, and how to remain healthy by right living. Just adopted by the State of Virginia.

SEND YOUR ADDRESS FOR FURTHER PARTICULARS

D. APPLETON & COMPANY

NEW YORK BOSTON CHICAGO SAN FRANCISCO

THE FOUR-TRACK NEWS

AN ILLUSTRATED MAGAZINE OF TRAVEL AND EDUCATION

MORE THAN 128 PAGES MONTHLY

Its scope and character are indicated by the following titles of articles that have appeared in recent issues; all profusely illustrated:

Among Golden Pagodas	Kirk Munroe
Marblehead	M. Imlay Taylor
A Study in Shells	Dr. R. W. Shufeldt
Santo Domingo	Frederick A. Ober
Eleven Hours of Afternoon	Cy Warman
A Gala Night on the Neckar	Kathleen L. Greig
Echoes From Sleepy Hollow	Minna Irving
Golf in the Rockies	Henry Russell Wray
In Barbara Frietchie's Town	Thomas C. Harbaugh
A Feast of Music	Jane W. Guthrie
Sailors' Snug Harbor	Bessie H. Dean
Since Betty Golfs—Poem	Josephine Wilhelm Hard
Niagara's Historic Environs	Eben P. Dorr
The Land of Liberty and Legends	Guy Morrison Walker
Nature's Treasure-House	Earl W. Mayo
Down the Golden Yukon	George Hyde Preston
Little Histories:	
An Historic Derelict	Charlotte Philip
Where Lincoln Died	Alexander Porter
The Poets' Corner	Isabel B. Wallach
The Treason House	William Wait

Subscriptions for the balance of 1904 and for 1905 will be received up to December 31st, 1904, at the rate of 50 cents a year; foreign countries, \$1.00. At newsstands, 5 cents a copy. Commencing January 1st, 1905, the subscription price will be \$1.00 per year; foreign countries, \$1.50. At newsstands, 10 cents per copy.

GEORGE H. DANIELS, Publisher

Room No. 11A, 7 East 42d Street, New York

New York City.

Superintendent Maxwell has issued a circular letter of instruction to principals of schools, on the subject of assigning teachers. It is suggested that inexperienced teachers should not be assigned to classes either of the lowest grades or the highest. They should be assigned, if possible, to full time classes, and care should be taken to have an experienced teacher on the same grade.

The new teacher should first have a class of girls, and then a class of boys, and afterwards should alternate between the two sexes. Frequent change of grades is also recommended.

In departmental work teachers should have more than one subject, but not too many.

It is desired to have impressed on teachers that a change of assignment from a higher to a lower grade is by no means a reduction in rank.

The number of pupils from the elementary schools enrolling for the first time in the high schools is greater this year than ever before. So many are they, in fact, that in Brooklyn part time classes will have to be organized in the high schools. Dr. Collins, the principal of the Manual Training High school for boys on east Twenty-third Street, Manhattan, expects about 125 boys to begin their studies this fall.

The associate superintendents held their first meeting since the vacation on September 5. Consideration was given to the school registration, which began on September 7. Each district superintendent was informed that no child over six must be turned away. In some way provision must be made for him.

Principals must require parents or those standing *in loco parentis* to furnish, when the child is registered, some satisfactory evidence of the date of birth. If the child is apparently over eight he may be admitted temporarily, and the evidence can be supplied later. If the principal thinks the child is under six, the child cannot be admitted until evidence is produced.

Superintendent Jones, of the supply department, and his force, have been working diligently all summer, and the supplies will be at every school when they open on September 12.

Dr. Henry A. Ruger, of Columbia university, has been elected professor of philosophy, Colorado college.

It is reported that the editors of a number of religious magazines published in New York are about to join in a movement to prevent the exhibition by the Metropolitan Museum of Art, of Signor Biondi's group of sculpture "The Saturnalia." It is to be hoped that the report is untrue. These agitations against fine works of art because they do not wear high-necked gowns, or because the figures are not carved in the act of drinking a grandmotherly cup of tea, are becoming, like the holding of world's fairs, too frequent to be as highly entertaining as their nature permits. The quarrel over the acceptance of MacMonnies' "Bacchante," by the Boston Public Library, has furnished enough amusement for the next half-century.

Newsboys Subletting Badges.

The truancy department of the board of education is discussing with the police department the regulation of newsboys. During the summer the newsboys have become lax in obeying the regulations that they must wear their badges, and the police have been equally lax in enforcing the regulations, the truant officers of the board having been stationed at the recreation piers. It is said that many of the newsboys have been renting their badges to smaller boys, and that young boys and girls have been seen selling newspapers on the streets after 10 o'clock at night. Police Commissioner McAdoo, however, takes a keen interest in the effectiveness of the newsboys' regulation, and he and the police captains will undoubtedly aid the board of education to their full power.

New Books for Art Instruction

Text-Books of Art Education

A new series of books for teaching Drawing and Elementary Constructive Work, containing illustrations in black and white, and in color. Books for First Six Grades ready in June.

These books are to be studied by the pupils. The work in each book is grouped under the following Subject Divisions:

- I. OUT OF DOORS. (Landscape.)
- II. GROWTH, BLOSSOM, FRUIT. (Flowers and Plants.)
- III. LIFE AND ACTION. (The Human Figure, Birds, Insects, and Other Animals.)
- IV. BEAUTY IN COMMON THINGS. (Still Life.)
- V. APPARENT DIRECTION OF EDGES AND OUTLINES. (Perspective.)
- VI. MEASURE AND PLANNING. (Geometry.)
- VII. DESIGN. (Color Relations; Pure, Decorative, and Constructive Design; Picture Composition.)

INTRODUCTORY PRICES FURNISHED UPON APPLICATION

The Prang Educational Company

NEW YORK

CHICAGO

BOSTON

113 University Place

378 Wabash Ave.

120 Boylston St.

Teachers' Agencies.

NORMAL SCHOOLS often advise their graduates to depend on the school for places, and thus save commission to a teachers' agency. Every year dozens come to us late in the season who have taken this advice only to find themselves without positions. On Aug. 18, 1904, M. A. Richards, president of the board of education at Little Falls, N. Y., sent us \$2.00 to register his niece, a graduate of the Albany normal college, saying he would give her a place in the Little Falls schools except for the relationship. We found her to be a desirable candidate, and within a fortnight secured a contract for her at Oneonta, N. Y. **VERSUS** we wrote us Sept. 3: "I am very much pleased with what you have done. I recommended that she register with you last spring, but the Albany normal authorities had told her not to do so, but to wait and they would get a place for her. So I decided not to urge the matter, but when I found they had done nothing for her I decided to take the matter into my own hands, and so registered her without consulting her." He showed a confidence **TEACHERS' AGENCIES** that was fully justified in.

THE SCHOOL BULLETIN AGENCY, - - C. W. BARDEEN, - - SYRACUSE, N. Y.

EASTERN Teachers' Agency 50 BROMFIELD STREET, BOSTON
Established 1890 MISS E. F. FOSTER, Mgr.

THE BEST THREE PUBLIC SCHOOL VACANCIES, the best two normal school vacancies and the best college vacancy, within the past year, in Pennsylvania, were filled directly through this agency. We want teachers for the best vacancies in Pennsylvania and other states. For further information call to see or address ROBERT L. MYERS, MANAGER (National Education Bureau), HARRISBURG, PA.

AMERICAN AND FOREIGN TEACHERS' AGENCY.

Introduces to Colleges, Schools, and Families, Superior Professors, Principals, Assistant Tutors, Governesses, for every Department of Instruction; Recommends Good Schools to parents. Call or Address Mrs. M. J. YOUNG FULTON, American and Foreign Teachers' Agency, 23 Union Square, New York.



Gardner's School Buildings. By E. C. GARDNER, Architect, is a most valuable collection of plans and designs for schools of various sizes for town or country, graded and ungraded, with descriptions of construction, of sanitary arrangements, light, heat, and ventilation. Light and ventilation, so important in every school-house, are fully discussed. Cloth, 120 pages. Price, \$2.50, our price, \$2.00; postage, 30 cents.

Coburn's Prize Designs for Rural School Buildings. By F. W. COBURN. This book consists (1) of a general discussion of the principles of school-house architecture, (2) of numerous examples including floor plans and elevation of good, practical rural school-houses. Questions of size of rooms, arrangement of seats, control of light, tinting of walls, hygiene, heating, ventilation, extent of school grounds and material used in construction, all receive attention. Many designs are printed, selection having been made from over two hundred designs submitted in a prize competition. 25 cents.

Coburn's How to Decorate the School-Room. By F. W. COBURN. A few fundamental principles of color, form, and arrangement, and some suggestions about simple and inexpensive material greatly modify the problem of school-room decoration. Such suggestions are contained in this book. The closing chapter deals with outside adornment and the arrangement of school grounds. Well illustrated. 25 cents.

E. L. Kellogg & Co., 61 E. Ninth Street, New York

SELF CULTURE FOR TEACHERS.

It is a pleasure to us to put in the hands of earnest, ambitious teachers the unique magazine **EDUCATIONAL FOUNDATIONS** which is rich in the best thoughts of the leading educators. The program for the coming year will be most attractive and profitable. Only \$1.50 a Year.

E. L. KELLOGG & CO.,

61 East Ninth St., New York.

Pears'

Don't simply
"get a cake of soap."
Get *good* soap. Ask
for Pears' and you
have pure soap.
Then bathing will
mean more than
mere cleanliness; it
will be luxury at
trifling cost.

Sales increasing since 1789.

THE MOST DELIGHTFUL
OF ALL TRIPS IS VIA:

JOY LINE

DIRECT STEAMER BETWEEN

NEW YORK
AND BOSTON

THAT IS A SEAGOING PASSENGER
STEAMSHIP; RUNS THROUGH WITH-
OUT CHANGE. THE JOY LINE
ALSO HAS A STEAMER EVERY
WEEK DAY BETWEEN :

NEW YORK AND
PROVIDENCE

RATES ALWAYS THE LOWEST
EQUIPMENT AND SERVICE THE BEST
W. E. ARNOLD, G. P. A.
PIER 35, EAST RIVER, NEW YORK
TELEPHONE: EIGHT HUNDRED ORCHARD

Dr. W. J. STEWART

362 W. 23d St., New York City

Latest and most progressive methods in
dentistry. Preservation of original teeth a
specialty. Established 1868. Appointments
by mail or telephone in advance for visitors

WE PUBLISH

large line of Books and Aids for Teachers. We keep
in stock all the best books of teaching of all publishers
at teachers' prices. Catalogs free. Address E. L.
KELLOGG & CO., 61 East 9th Street, New York; or 306
Wabash Ave., Chicago, 116 Summer St., Boston. Send
all subscriptions to the New York office.

For fourteen years we have published *Our Times* ex-
pressly for teachers and schools. It is the pioneer
history magazine—once a month, 50c. a year. The
whole world right up to date—current events, current
thought, inventions, discoveries, etc. Puts *life* into the
study of geography and history especially; keeps you
fully posted; sharpens the wits of yourself and your
pupils as no book does. Subscribers get it for 40c.
with this paper. Send us a club (40c. each) and use it in
your school this year, as thousands are doing. E. L.
KELLOGG & CO., 61 East Ninth Street, New York.

KIDDER'S PASTILLES.
STOWELL & CO., Mfrs.

A Sure
relief for
Asthma.
Sold by all Druggists
or by mail, 25 cents.
Charlestown, Mass.

Literary Notes.

One of the important books of the coming
year is foreshadowed in the news that Prof.
Josiah Royce, of Harvard, is preparing a vol-
ume on Herbert Spencer, written since the
publication of the philosopher's autobiogra-
phy. No one is better qualified to illuminate
and dissect the Spencerian philosophy than
Professor Royce, who, in addition to his learn-
ing and originality, also possesses what the
great dead did not, a graceful style.

Andrew Lang writes from London that he
understands that four new biographies of John
Knox are under way. An echo probably of
the "Battle of the Kirks" just decided by
the English House of Lords.

The American Book Company has issued
in one volume the five literary masterpieces,
a minute examination of which will form part
of the entrance examinations of most col-
leges in 1906-1908. They are Burke's speech
on "Conciliation with the American Colonies,"
"Julius Caesar," Milton's minor poems, and
Lord Macaulay's essays on Addison and
Samuel Johnson.

Friends of Russia who share that empire's
fear of a "yellow peril" will receive confirma-
tion of their forebodings in a book on the
Ainu people by Dr. Starr, professor of anthro-
pology at the University of the Chicago
(Open Court Pub. Co.). Prof. Starr tells us
of a white race which has been defeated in
the struggle of life by the yellow Japanese,
and altho the Ainu are in a somewhat differ-
ent position from modern Europeans, still the
discovery upsets clean-cut, all embracing
generalizations on race most disconcertingly.

The Ainu live in the wilds of northern
Japan and seem very like savages. It is re-
ported that some of them went to China in
650 A. D., and that is the last time any ven-
tured from home until Prof. Starr induced a
few to accompany him to the exposition at
St. Louis. But at least, even if Professor
Starr is sure that the Ainu are white people, he
does not claim that they belong to the Aryan
family, which is a great comfort. We can
still continue to take pride in an undiluted
Aryan descent.

B. H. Sanborn & Co., Boston, publish this
month, "British Poets of the Nineteenth
Century," which gives in one large volume
material hitherto scattered. It ought to be
valuable to the students in Nineteenth
Century Literature courses.

The late Reverend George Robert Gleig,
chaplain general of the British army, at more
than ninety years of age wrote down his per-
sonal recollections of the great duke of
Wellington. These have now been edited by
his daughter, Miss Gleig, with the approval
of the present duke of Wellington, and are

The Best Talent

of the country is drawn into
business by the rewards of
success in commercial life.
The shortest path to success
is open to the seller—the
advocate of trade. I desire to
secure a few of the best sellers
obtainable, men of character
and ability who can interest
those who buy investment
securities.

In writing give your age,
occupation and bank reference.

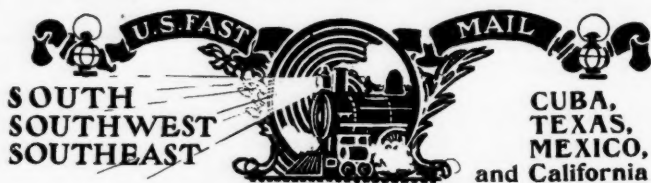
GEORGE T. DEXTER,
Superintendent of Domestic Agencies,
The Mutual Life Insurance Company of New York,
32 Nassau Street, New York, N. Y.



St. Denis Hotel, Broadway and
Eleventh Street,
New York
European Plan
Convenient Location.
William Taylor & Son

SOUTHERN RAILWAY

TO THE PRINCIPAL CITIES AND RESORTS



THE ROUTE OF THE

Washington & Southwestern Limited,
Washington and Chattanooga a Limited,
The Southern's Palm Limited,

New York & Florida Limited,
U. S. Fast Mail,
Washington & Atlanta Express,

Pullman Drawing Room Sleeping, Library and Observation Cars and
Southern Railway Dining Cars on through trains.

The Scenic Line to the World's Fair at St. Louis via Louisville
through the Blue Grass region of Kentucky.

NEW YORK OFFICES, 271 and 1185 Broadway.

A. S. Thweatt, Eastern Passenger Agent.

S. H. HARDWICK,
Passenger Traffic Manager.

Washington, D. C.

W. H. TAYLOR,
General Passenger Agent.

Biliousness

"I have used your valuable Cascarets and find them perfect. Couldn't do without them. I have used them for some time for indigestion and biliousness and am now completely cured. Recommend them to everyone. Once tried, you will never be without them in the family."

Edward A. Marx, Albany, N. Y.



Pleasant, Palatable, Potent, Taste Good, Do Good, Never Sicken, Weaken or Grip, 10c, 25c, 50c. Never sold in bulk. The genuine tablet stamped C.C.C. Guaranteed to cure or your money back.

Sterling Remedy Co., Chicago or N.Y. 603
ANNUAL SALE, TEN MILLION BOXES

MENNE'S BORATED TALCUM TOILET POWDER

A Positive Relief
PRICKLY HEAT,
CHAFING, and
SUNBURN, and all ailments
of the skin.
Removes all odor of perspiration. De-
lightful after Shaving. Sold everywhere, or
mailed on receipt of 25c. Get Menne's (the original). Sample Free.
GERHARD MENNE COMPANY, Newark, N.J.

BOMOSA COFFEE 28c

A LB. IN
5-LB. LOTS
REGULAR
PRICE
33 CENTS

BEST FANCY CREAMERY BUTTER AT COST

The Great American Tea Co.
31 & 33 VESEY ST., N. Y.
P. O. BOX 289 TEL 2451 CORTLANDT

An Agent Wanted

IN EVERY CITY AND EVERY COUNTY
IN THE UNITED STATES.

**Big Pay, Pleasant Work, Salary
or Commission.**

E. L. KELLOGG & Co., 61 E. 9th St., N. Y.

READERS will confer a favor by men-
tioning THE SCHOOL JOURNAL
when communicating with advertisers.

"He had small skill o' horse flesh
who bought a goose to ride on." Don't take
ordinary soaps
for house cleaning.
THE PROPER THING
is **SAPOLIO**
Try a cake of it, and be convinced.

published by Charles Scribner's Sons. The author retained the vigor of his mind even at the advanced age at which he wrote, and as he had been for many years on intimate terms with the victor of Waterloo, a graphic picture of that great military chieftain is presented, as he appeared in his stubborn political career and in very old age.

It is interesting to recall that it was Mr. Gleig's "Life of Warren Hastings" which called forth Macaulay's famous essay, and that it is possible, if Mr. Gleig had not written that book, English literature might have been lacking in the magnificent passage descriptive of Westminster Hall at the Hastings' impeachment, the eloquent passage which begins "The place was worthy of such a time, it was the great hall of William Rufus, the hall which had resounded with acclamation at the inauguration of thirty kings."

Mr. George Foster Peabody entertained the members of the Southern Education Board at his home at Abenia, Lake George, during August. Among the guests were Dr. Alderman, president of the University of Virginia; Dr. Charles W. Dabney, of the University of Cincinnati; Chancellor Hill, of the University of Georgia; Dr. Walter Page, editor of the *World's Work*; Dr. Albert Shaw, editor of the *Review of Reviews*, and Mr. G. C. Ogden, principal of the Hampton school. The members of the board were also entertained by Hon. Edward M. Shepard at his Lake George home, and by Mr. and Mrs. Spencer Trask, at Saratoga.

Gettysburg and Washington.

Personally-Conducted Tour via Pennsylv-
vania Railroad.

The battlefield of Gettysburg and the National Capital are attractions so alluring that few would feel like refusing to visit them, especially in the cool Fall days. It is to place these two attractions within easy reach of every one that the Pennsylvania Railroad Company announces a tour over the interesting battlefield, through the picturesque valleys of Maryland, and an entertaining stay at Washington.

The tour will leave New York, West Twenty-third St., 7.55 A.M., and Philadelphia 12.20 P.M., Saturday Sept., 24, in charge of one of the Company's tourist agents, and will cover a period of six days. An experienced chaperon, whose especial charge will be unescorted ladies, will accompany the party throughout. Round-trip tickets, covering transportation, carriage drives, and hotel accommodations, will be sold at the *extremely low rate* of \$22 from New York, \$22 from Trenton, \$19 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents; Tourist Agents, 263 Fifth Avenue, New York; 4 Court Street, Brooklyn; 789 Broad Street, Newark, N. J.; or address: Geo. W. Boyd, General Passenger Agent, Broad Street Station, Philadelphia.

Health and Rest for Mother and Child.

MRS. WINGLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. IT SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure to ask for "Winglow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Difficult Digestion

That is dyspepsia.

It makes life miserable.

Its sufferers eat not because they want to, -but simply because they must.

They know they are irritable and fretful; but they cannot be otherwise.

They complain of a bad taste in the mouth, a tenderness at the pit of the stomach, an uneasy feeling of puffiness, headache, heartburn and what not.

The effectual remedy, proved by permanent cures of thousands of severe cases, is

Hood's Sarsaparilla

HOOD'S PILLS are the best cathartic.

A Skin of Beauty is a Joy Forever

DR. T. FELIX GOURAUD'S

Oriental Cream OR MAGICAL BEAUTIFIER

Purifies as well as beautifies the skin. No other cosmetic like it.

Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin diseases, and every blemish on beauty, and defies detection. On its virtues it has stood the test of 36 years—no other has—and is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished Dr. L. A.

Bayre said to a lady of the haut-ton (a patient): "As you ladies will use them, I recommend Gouraud's Cream as the least harmful of all the Skin preparations." One bottle will last six months using it every day. GOURAUD'S POUDRE SUBTILE removes superfluous hair without injury to the skin.

VERD. T. HOPKINS, Prop'r.,
35 Great Jones Street, New York.

For sale by all Druggists and Fancy Goods Dealers throughout the United States, Canada, and Europe. Also found in New York City at E. H. Macy's, Wanamaker's and other Fancy Goods Dealers. Beware of Base Imitations. \$1.00 Reward for arrest and proof of any one selling the same.

Extra Fine Imported

56-piece

China Tea Set

FREE

with an order for 25 lbs. of New Crop, 60c., 70c., or 80c. Tea, or 25 lbs. Great American Baking Powder, 45c. a lb., or an assorted order Teas and Baking Powder, or 60 lbs. Bomosa Coffee, 35c. a lb., or 50-20z. Bottles of pure extracts—Vanilla, Lemon, etc., or 25-lb. cans of Spice any kind absolutely pure, 50c. a can.

Address Mr. J. I. C., care of
The Great American Tea Co
Box 289
31-33 Vesey Street, New York

Blackboard Stencils

A Classified List of the most attractive stencil design for blackboard and slate. The use of these is almost universal in schools because:

1. They enable the teacher, without any skill in drawing, to place upon the board in a few minutes time beautiful and accurate designs of all kinds.
2. They cost very little and can be used repeatedly.
3. With their aid the teacher can illustrate lessons in Geography, History, Language, Botany, Natural History Literature, Penmanship.
4. They are of great value in beautifying the school room.

To any one sending us 10c. we will mail our complete list of Stencils and Charts, and the following samples: One 10c. Map, one 5c. Language Stencil.

E. L. KELLOGG & CO., 61 E. 9th St., N. Y.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Teachers' Agencies.

Teachers' Co-operative Association

Established 20 Years.
Positions filled, 6,400.

ORVILLE BREWER, Manager

1302 Auditorium Building, Chicago

KELLOGG'S AGENCY

H. S. KELLOGG, Manager
31 Union Square NEW YORK

(Fifteenth year, same manager), has filled hundreds of fine positions, 83 states, at \$4,000 down. Form for stamp. Recommends heartily. Constant demand for good teachers.

IN EMERGENCY GET THE PROMPT, EFFICIENT SERVICE OF

THE NATIONAL COMMERCIAL TEACHERS' AGENCY

A Speciality by a Specialist

E. E. GAYLORD, Manager. 10 Baker Ave., Beverly, Mass.

The ALBERT TEACHERS' AGENCY

C. J. ALBERT, Manager. Nineteenth Year. Best Schools and Colleges our permanent patrons. Good teachers wanted. Year Book containing valuable information Free!
Western Office: Los Angeles. 378 Wabash Ave., Chicago

ALBANY TEACHERS' AGENCY Provides Schools of all Grades with competent Teachers. Assists Teachers in obtaining Positions. HARLAN P. FRENCH, 81 Chapel Street, Albany, N. Y.

Schermerhorn TEACHERS' AGENCY Oldest and best known in U. S. Est. 1855
3 East 14th St., New York JOHN C. ROCKWELL, Manager.

THE FISK TEACHERS' AGENCIES

4 Ashburton Place, Boston. 156 Fifth Ave., New York. 1505 Penn. Ave., Washington.
203 Michigan Boulevard, Chicago. 414 Century Building, Minneapolis.
583 Cooper Building, Denver. 313 Rookery Block, Spokane. 80 Third St., Portland.
420 Parrott Building, San Francisco. 525 Stimson Block, Los Angeles.

THE PRATT TEACHERS' AGENCY

70 Fifth Avenue New York
Recommends college and normal graduates, specialists, and other teachers to colleges, public and private schools, and families. Advises parents about schools. W. O. PRATT, Manager.

FISHER TEACHERS' AGENCY

A. G. FISHER, Prop. LONG EXPERIENCE, PROMPT, RELIABLE. 120 TREMONT ST., BOSTON

If you desire to begin the fall term with the best text-books in Language and Grammar, and are not familiar with the Dunton and Kelley books, do not fail to acquaint yourself with their merits.

INDUCTIVE COURSE IN ENGLISH

CONSISTING OF FIRST BOOK--LANGUAGE LESSONS
FOR GRAMMAR GRADES-- ENGLISH GRAMMAR

Samples will be sent for 25 cents each. Correspondence solicited.

THOMPSON, BROWN & COMPANY
BOSTON NEW YORK CHICAGO

Kellogg's Department Records

The use of this system will have an important moral effect upon the conduct of pupils and will be an important aid to the management of any school. It is equally adapted to the city, town or country school. The system requires the use of two books for each class, a blotter (or book of original entry) and a ledger, and individual cards. In the blotter are recorded cases of disorder or disobedience as they occur during the day. For each such offense certain demerits are given, while credits are allowed for continued good behavior. The individual cards are carried by the pupil in a strong manila envelope. All whose names appear

on the blotter record for the day are detained at the close of school and present their cards for an entry of the total blotter entries for the day. At the same time the teacher makes the same entry on the ledger where a page is devoted to each pupil. The cost is as follows: Blotter, 20 cents; ledger, 30 cents; cards with manila envelopes, 60 cents a hundred.

Special Offer. We will send to any Principal or Superintendent having 6 or more teachers under him a set free provided he will make experiment for a single term and report results. Address

E. L. Kellogg & Co., 61 East Ninth Street, New York.

OUR SCHOOL BOOK DEPARTMENT

Has Filled Orders Promptly, Completely,
Intelligently For Over Half a Century

THE BAKER & TAYLOR CO., WHOLESALE BOOKSELLERS, 33-37 E. 17th ST., NEW YORK

A. G. Spalding & Bros.

Gymnasium apparatus catalogue should be in the hands of all persons that contemplate buying Gymnasium Paraphernalia.

Spalding's gymnasium apparatus is superior to any made; it is fully guaranteed free from all defects either of material or workmanship. Any part breaking through such defect will be replaced gratis at any time. This insures you against the purchase of inferior goods. When you are buying gymnasium apparatus, place us on a equal basis of quality, and our prices will prove an inducement. Also, remember we challenge comparison and will be glad to submit samples at any time in competition.

A. G. Spalding & Bros.

Largest manufacturers in the world of official athletic goods.

Gymnasium Sales Department and Factory
Chicopee Falls, - - - Mass

MANUAL TRAINING

Benches, Tools, Drawing Tables, etc.

Get the BEMIS Standard.

Catalogue free.

A. L. BEMIS, Worcester, Mass

A Better Location Than Yours

would be in the Land of Manatee, in Virginia, the Carolinas, Georgia or Florida, and we can prove it.

Write for a copy of the special Southern edition of the Seaboard Air Line Magazine, which is superbly illustrated and contains hundreds of specific opportunities for profitable investment in the South and points out a desirable location for you, it matters not what your occupation. A list of orange groves, banana plantations, truck and fruit farms for sale, will also be forwarded if desired.

J. W. White

General Industrial Agent, Portsmouth, Va.

Seaboard Air Line Railway

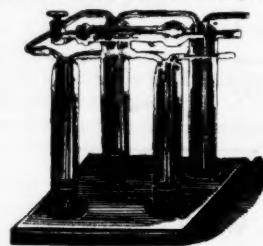
BULLOCK & CRENSHAW

528 Arch Street, Philadelphia.

CHEMICAL APPARATUS AND CHEMICALS

Sole Agents for Dreverhoff's Saxon Filter Papers

Complete
Laboratory
Outfits.



Full Catalogue furnished on receipt of 10 cents